

Annual Performance Report For Part B
Under The Individuals With Disabilities Education Act (IDEA)
For
Grant Year July 1, 2003-June 30, 2004

Prepared by the Montana Office of Public Instruction
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March 2005

The following report is submitted to the U.S. Department of Education in accord with the requirements of the Office of Special Education Programs' memorandum "OSEP 05-04." This document includes Montana's self-assessment and improvement planning for the purpose of improving the outcomes for IDEA-eligible students with disabilities.

On March 17, 2005, the Special Education Advisory Panel, after a comprehensive review of the work completed on the Annual Performance Report, moved, seconded and approved a motion that stated it "supports the analysis of the data and the direction taken by the Division of Special Education to continue to improve outcomes for children with disabilities."

This report is divided into five major areas as follows:

Cluster Area I	General Supervision
Cluster Area II	Early Childhood Transition
Cluster Area III	Parent Involvement
Cluster Area IV	Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
Cluster Area V	Secondary Transition

Each of the cluster areas addresses those questions that were used as a part of the state's self-assessment, provides an analysis of that self-assessment and includes the state's goal(s), performance indicators and baseline/trend data, targets and improvement strategies. In conducting its self-assessment, the state used the 'probes' (questions) as required in the directions of the OSEP memorandum.

NOTE: * Indicates that the goal or indicator is consistent with the goal or indicator for nondisabled students.

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Cluster Area I: General Supervision

Question: Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through Montana's utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

State Goal: Effective general supervision of the implementation of the Individuals with Disabilities Education Act (IDEA) is ensured through the Montana Office of Public Instruction's (OPI) development and utilization of mechanisms and activities in a coordinated system that results in all IDEA-eligible children, beginning on their third birthday, having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).

GS.I: Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the OPI, identify and correct IDEA noncompliance in a timely manner?

Performance Indicator:

- General supervision instruments and procedures used by the OPI identify and correct IDEA noncompliance in a timely manner.

Overview

The Montana Office of Public Instruction implements a comprehensive system of general supervision that includes: review of IDEA Part B applicants' policies and procedures to ensure consistency with IDEA Part B requirements; implementation of procedures for formal complaints and due process hearings and mediation; provision of an Early Assistance Program (EAP) to resolve issues prior to their becoming formal complaints or going to due process; implementation of a compliance monitoring process based on a five-year cycle and implementation of a focused intervention system based on selected performance indicators.

Each component of the general supervision system includes procedures for tracking data to ensure requirements and timelines are addressed in a timely manner. Complaints, mediations, and due process hearing timelines are tracked by the Legal Division of the OPI. District/applicant policies and procedures and data, including data gathered through compliance reviews and focused intervention, are tracked through the Division of Special Education. Continuous improvement, based on each district's five-year comprehensive plan is reported by districts annually and tracked through the Accreditation Division.

Montana implemented a separate, special education Continuous Improvement Monitoring Process (CIMP) from July 1, 2000, through June 30, 2003. Local education agencies (LEAs) which were involved in the CIMP process continued to work toward completing the goals identified in the CIMP improvement plan and to report progress to the OPI during the 2003-2004 school year. In May of 2003, the Montana Board of Public Education adopted administrative rule 10.55.601 which required all school districts to have a single Five-Year Comprehensive Education Plan on file with the Office of Public Instruction to ensure ongoing continuous academic, social, emotional, and physical growth for all students to ensure consistent improvement. The Five-Year Plan uses individual district and school data to drive reform. Since the advent of the five-year planning process, and consistent with the recommendations of the State Special Education Advisory Panel, the OPI Division of Special Education revised its general supervision procedures. This was accomplished through a combination of

cyclical compliance monitoring and “Focused Intervention” activities. Focused Intervention was designed to be implemented in two phases to ensure that the process used would be effective in identifying district performance based on the performance indicators. Phase I activities, implemented during 2003-2004, included all of the following: identification of key performance indicators, factors to be used in district selection, Focused Intervention activities and responsibilities and information sharing and training. In Phase II, to be implemented in 2004-2005, districts will be selected based on their performance indicators data and involved in Focused Intervention activities. Following are descriptions of how procedural compliance is monitored through *Compliance Monitoring* and performance indicators are addressed through *Focused Intervention*.

Compliance Monitoring: The OPI reviews individual student records to verify that the district’s child find procedures, evaluation and re-evaluation processes, and the Individualized Education Program (IEP) procedures meet Montana’s standards. This student record review also addresses procedural safeguards and notices, suspension and expulsion, post-high school transition, least restrictive educational environment and transfer of students from other Montana districts or out of state, as well as the provision of services to parentally enrolled students with disabilities in private schools. Compliance monitoring activities consist of:

- Review of a sample of student records to examine current practices and documentation;
- Visits to selected schools, when appropriate; and
- Contact with individual teachers and specialists to discuss records selected for review, when appropriate.

A systemic failure by the LEA to meet regulatory standards results in a finding of noncompliance and a corresponding Corrective Action Plan (CAP). A CAP identifies a systemic issue that requires a change in policy, procedure, or practice to ensure full compliance with the IDEA and Montana laws and rules. Each CAP cites a specific regulation, either federal or state, identified through a review of individual student records and describes the nature of the noncompliance. The CAP establishes timelines for the district to stop the noncompliant practice, implement policies and procedures to address the concern, implement required actions to produce permanent changes and a subsequent review of student records to demonstrate the continuation of these compliant practices. When the Division of Special Education staff determines that an individual student is not receiving a Free Appropriate Public Education (FAPE), the OPI addresses that concern with a confidential memorandum. A confidential memorandum is a directive to the district that: personally identifies one or more students; cites a specific violation of federal or Montana regulations governing the provision of FAPE; directs the district to take specific required actions; defines timelines for completing these actions; identifies the method for reporting completion of the required actions; and includes training, as necessary.

Focused Intervention: Focused Intervention is modeled after the Continuous Improvement and Focused Monitoring System used by the Office of Special Education Programs. This system involves close examination of LEA-level data related to the following performance indicators: dropout and graduation rates, disproportionate identification and placement, and educational environments data. Complaints, due process requests, and high-risk financial status factors are also considered. Because of the large number of school districts in Montana and the size variations in enrollment, the LEAs are sorted into 13 size categories for comparison. The LEAs are ranked on each of the performance indicators to determine the LEA’s overall rank within the size category. This method allows the OPI to select the LEAs most in need of assistance for the focused intervention activities. The LEAs identified for intervention will work closely with the OPI staff to determine what factors have contributed to the LEA’s performance on a performance indicator, develop and implement strategies to address improved performance and/or revise the district’s Five-Year Comprehensive Education Plan to reflect improvement strategies and activities.

Information regarding the Focused Intervention and Compliance Monitoring processes can be found on the OPI Web site at: www.opi.mt.gov/speced under Guides. Click on Focused Intervention Process and/or Compliance Monitoring Process.

Baseline/Trend Data

Ia: Formal Complaints								
(1) July 1, 2003 - June 30, 2004	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction	(6) Number of Complaints Set Aside Because Same Issues being Addressed in a Due Process Hearing	(7) Number of Complaints with Decisions Issued within 60 Calendar Days	(8) Number of Complaints Resolved beyond 60 Calendar Days, with a Documented Extension	(9) Number of Complaints Pending as of: 6/30/04
TOTALS	3	0	3	3	0	0	0	0

Ib: Mediations					
(1) July 1, 2003 - June 30, 2004	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of: 6/30/04
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
TOTALS	1	1	1	6	0

Ic: Due Process Hearings					
(1) July 1, 2003 - June 30, 2004	(2) Number of Hearing Requests	(3) Number of Hearings Held <i>(fully adjudicated)</i>	(4) Number of Decisions Issued within Timeline under 34 CFR §300.511	(5) Number of Decisions within Timeline Extended under 34 CFR §300.511(c)	(6) Number of Hearings Pending as of: 6/30/04
TOTALS	10	3	1	2	0

Targets for 2003-2004

- Mediations, due process hearings and formal complaint timelines will continue to be met 100 percent of the time.
- The LEAs will complete all corrective actions in accord with timelines 100 percent of the time.
- The OPI will implement a Focused Intervention procedure based on performance indicators to improve student outcomes.
- The OPI will implement a Compliance Monitoring procedure to ensure procedural compliance.
- All LEAs that have participated in the CIMP process will have improvement plans on file with the OPI.
- All LEAs that have been identified as having issues of noncompliance or, as a result of Focused Intervention, have been identified to need assistance to improve performance on performance indicator(s) will be offered technical assistance and support.

Explanation of Progress/Slippage for 2003-2004

Mediations, Due Process Hearings and Formal Complaint Timelines

Review of data from the due process hearings, mediations and formal complaint tracking system for the past five years shows all timelines, consistent with IDEA requirements, have been met 100 percent of the time. When extensions were approved, they were date specific and incorporated into the tracking system to ensure decisions were rendered within the designated timeframe. Legal Services personnel continue to ensure procedures are followed, required timelines are met, and hearing officers are knowledgeable of timelines and procedures.

Corrective Action Timelines

Analysis of data shows that all entities that had timelines for completion of corrective actions (this includes confidential memos) during the 2003-2004 school year met the date specific timelines 100 percent of the time. In those cases in which a timeline extension was granted, the extension was date specific. Confidential memorandum timelines were generally given for no more than a 30-day period to ensure the provision of FAPE. Corrective action timelines that resulted from an identified systemic issue generally did not exceed a six-month period.

Focused Intervention Procedures

The Division of Special Education, with the endorsement of the State Special Education Advisory Panel, completed all the Phase I activities during the 2003-2004 reporting period. All Phase I activities were reviewed and endorsed by the State Special Education Advisory Panel. Focused Intervention procedures information was shared with directors, teachers and school administrators at conferences and monitoring training activities. Information was also placed on the OPI, Division of Special Education, Web site. A positive outcome of the trainings is an increased awareness of school personnel on the need for valid and reliable data and the importance of reviewing data for targeting performance indicators in need of improvement.

Compliance Monitoring

Consistent with its targets for 2003-2004, the OPI Division of Special Education, with the endorsement of the State Special Education Advisory Panel, revised its monitoring process to address procedural compliance through the compliance monitoring system based on a five-year cycle for public schools and a three-year cycle for state-operated programs or residential facilities. Forty separate entities were reviewed for procedural compliance during the 2003-2004 school year. Of these, 12 received confidential memorandums that required a specific action(s) be taken within a specified timeline to ensure a student(s) received FAPE. Review of monitoring data shows that in all cases (100%) actions required to be taken within the 2003-2004 reporting period were completed within the designated timelines. The timelines met were either the original timelines given or those in which a date-specific extension was granted. Extensions were only granted in those cases in which it was not possible for an Individualized Education Plan (IEP) or Child Study Team (CST) meeting to be completed within the original timelines given.

Of the 40 LEA, state-operated programs and residential facility programs monitored, 25 received a corrective action(s) because of an identified systemic issue. Because compliance monitoring was not started prior to January 1, 2004, many corrective action plans were not required to be completed until the following fiscal year which began July 1, 2004. Completion of corrective action plans in accord with designated timelines will be reported in the 2004-2005 performance report. Of the 40 entities monitored, nine received confidential memos which required corrective action(s) to be taken within the 2003-2004 reporting period. In all cases the entities met the required timelines 100 percent of the time.

Continuous Improvement Compliance Monitoring Process (CIMP)

Analysis of data from the Continuous Improvement Monitoring Process implemented from July 1, 2000, through June 30, 2003, shows that the OPI met its target for completion of required corrective actions, as identified in corrective action plans (CAPs) and confidential memos, 100 percent of the time. All LEAs which began the CIMP process in 2001-2002 had an Improvement Plan on file with the OPI and continued or completed their work on improvement strategies.

Of the 27 LEAs who began the CIMP process in 2002-2003, all (100%) had Improvement Plans on file with the OPI by June 30, 2004.

Summary

The OPI met all of its performance targets for 2003-2004. This demonstrates that the OPI's general supervision tracking systems and procedures identify and correct IDEA noncompliance in a timely manner. The OPI provides an extensive network of technical assistance and support to LEAs to assist them in meeting compliance requirements and to improve outcomes through its Early Assistance Program (EAP) and technical assistance provided by full and part-time OPI staff. The provision of this technical assistance has been instrumental in supporting LEAs in meeting designated timelines and demonstrating compliance.

Projected Targets	Activities	Timelines	Resources
Mediations, due process hearings and formal complaint timelines will continue to be met 100% of the time	The OPI Legal Division will maintain and provide ongoing review of the database (tracking system)	Ongoing	Legal Division Staff
LEAs will complete all corrective actions in accord with required timelines 100% of the time	The Division of Special Education will maintain and conduct ongoing review of the database (tracking system) to ensure timelines are met	Ongoing	Division of Special Education Staff
The OPI will implement Phase II of the "Focused Intervention" procedure	The OPI will identify LEAs most in need of assistance, based on performance indicators, work with them to determine what factors have contributed to the LEAs' performance on the outcome measure, and assist in the development and implementation of improvement strategies to be included in their FiveYear Comprehensive Education Plan	Ongoing	OPI Staff
100% of the LEAs on the FY'05 Compliance Monitoring schedule will receive a procedural review	The OPI staff will schedule and conduct Compliance Monitoring for the LEAs assigned for monitoring	Ongoing	OPI Staff and Part-time Seasonal Personnel
All LEAs that have been identified as having issues of noncompliance or, as a result of Focused Intervention, have been identified to need improvement on performance indicator(s) will be offered technical assistance and support	The OPI staff will continue to develop and deliver technical assistance instruction in various topics related to the provision of FAPE (i.e., writing measurable annual goals, conducting functional behavioral assessments, developing positive behavior plans, conducting record reviews, etc.)	Ongoing	CSPD, SIG, OPI Institutions of Higher Education (IHEs) Staff, Part-time Seasonal Personnel

GS. II: Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?

Performance Indicator:

- All systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.

Baselines/Trend Data

Identification Of Systemic Issues Resultant From General Supervision Activities

Dates	Most Frequently Identified Systemic Issues		
2001-2002	Evaluation/Re-evaluation	Content of IEP	IEP Development
2002-2003	Re-evaluation/Determination of Needed Evaluation Data	Content of IEP	IEP Meetings
2003-2004	Determination of Needed Evaluation Data	Content of IEP	Comprehensive Evaluation Process, Referral, and Parent Participation

No systemic issues were found from an analysis of findings from mediation, due process, formal complaints, the Early Assistance Program and complaints.

Target(s) for 2003-2004

- Systemic issues are identified
- Remediation plan is developed
- Implementation of the remediation plan

Explanation of Progress/Slippage for 2003-2004

Based on the analysis of 2002-2003 data, the OPI provided training for administrators and special education personnel on procedural compliance with IDEA and state administrative rules, with specific attention to the most frequently identified systemic issues of: documenting determination of needed evaluation data, writing measurable annual goals and short-term objectives and holding IEP meetings “no less than annually.” Training opportunities were provided using multiple formats such as on-site presentations, videoconferencing and web streaming. The OPI worked with the comprehensive system of personnel development (CSPD) regional councils, the parent training center, Parents, Let's Unite for Kids (PLUK), and state education professional organizations to effect positive and sustained change to the identified systemic issues. Technical Assistance (TA) guides are available on the OPI Web site and hard copies of the TA guides were widely disseminated to directors of special education and special education teachers. The OPI

program specialists provided training for new special education teachers and for all school districts, state-operated programs and residential facilities who were scheduled for Compliance Monitoring. In addition, presentations were made at the Montana Council for Administrators of Special Education (MCASE), the Montana Council for Exceptional Children (CEC), the Montana Education Association Conference, Parents, Let's Unite for Kids (PLUK), and for districts and special education cooperatives who requested such training for their personnel.

An analysis of 2003-2004 data from due process, the Early Assistance Program (EAP), mediations, complaints and Compliance Monitoring was completed. No systemic issues were identified in the due process, mediation, complaints and EAP data. Forty entities consisting of public schools, state-operated programs and residential facilities were monitored for procedural compliance during 2003-2004 (state fiscal year '04). Of those monitored, 13 were found to be in full compliance, 25 were required to take corrective actions because of an identified 'systemic' issue(s), and of these 25, 10 also received a confidential memorandum. Two entities received only a confidential memorandum. An analysis of the 2003-2004 data is as follows:

Regulations Cited In Findings Of Noncompliance For Corrective Action Plans 7/1/03-6/30/04

<u>Federal or State Regulation</u>		<u>Frequency</u>
34 CFR 300.533	Determination of Needed Evaluation Data	22
34 CFR 300.347	Content of IEP	13
ARM 10.16.3321	Comprehensive Educational Evaluation Process	6
ARM 10.16.3320	Referral	6
34 CFR 300.345	Parent Participation	6
34 CFR 300.504	Procedural Safeguards Notice	4
34 CFR 300.503	Prior Notice by the Public Agency, Content of Notice	4
ARM 10.16.3560	Special Education Records	3
34 CFR 300.505	Parental Consent	2
ARM 10.16.3007	Eligible Students under the IDEA	1
ARM 10.16.3008	Adversely Affect the Student's Educational Performance	1
ARM 10.16.3342	Transfer of Students: Intrastate and Interstate	1
34 CFR 300.536	Re-evaluation	1
34 CFR 300.13	Free Appropriate Public Education	1
34 CFR 300.350	IEP-Accountability	1
ARM 10.16.3129	Parental Involvement	1

Of the corrective actions given, determination of needed evaluation data was cited most frequently. This resulted from failure of personnel to appropriately document a review of existing evaluation data. The next most frequently cited corrective action was Content of the IEP. On further investigation, it was found that of the 13 corrective actions issued under this regulation (34 CFR 300.347), eight were due to failure to provide a statement addressing program modifications or supports for school personnel; three corrective actions addressed measurable annual goals and two addressed lack of documentation of how the child's progress toward the annual goals would be measured. The third most frequently cited corrective

actions were comprehensive educational evaluation process, referral and parent participation. Under comprehensive educational evaluation process, the primary issue was failure to provide a summary statement of implications for educational planning. Three regulations related to IDEA's procedural safeguards, prior notice, and consent (34 CFR 300.503-505) were cited in a total of 10 reports. These concerns were primarily related to the use of outdated forms or assurances that parents received copies of required documents. Parent participation, cited in six reports, was linked to either meetings held without parents, a lack of documentation to demonstrate attempts to involve the parents or failure to provide appropriate notice. State regulations governing referral and evaluation procedures were addressed in 12 reports. In most cases, the issue related to these regulations was the failure to document all of the requirements cited within the regulation. In the case of referral documentation, forms may not have included the signature of the referring person or failed to document general education interventions tried. The most frequent issue with ARM 10.16.3321 was the failure to provide an adequate summary statement of the basis for making the determination whether the student has a disability and needs special education. In one instance, an entity was cited under FAPE. This issue specifically addressed the lack of provision of speech-language services for those students who had such services identified on their individualized education plans.

Regulations Cited In Confidential Memorandums 6/1/03-7/1/04

<u>Federal or State Regulation</u>		<u>Frequency</u>
ARM 10.16.3321	Comprehensive Educational Evaluation Process	12
34 CFR 300.347	Content of IEP	9
34 CFR 300.346	Development, Review and Revision of IEP	6
ARM 10.16.3342	Transfer Students: Intrastate and Interstate	5
34 CFR 300.533	Determination of Needed Evaluation Data	4
34 CFR 300.309(a)(2)	Extended School Year Services	3
ARM 10.16.3018	Criteria for Identification of Student Having Other Health Impairment	2
34 CFR 300.522	Determination of Setting	1
ARM 10.16.3322	Composition of Child Study Team	1
ARM 10.16.3012	Criteria for Identification of Student as Having Cognitive Delay	1
ARM 10.16.3320	Referral	1
34 CFR 300.320	Initial Evaluations	1
34 CFR 300.321	Re-evaluations	1
34 CFR 300.517	Transfer of Parental Rights at Age of Majority	1
ARM 10.16.3502	Transfer of Parental Rights at Age of Majority	1
ARM 10.16.3560(1)(a)	Special Education Records	1
34 CFR 300.343 (c)(1)	IEP Meetings	1

Twelve of the 40 entities monitored for procedural compliance received confidential memos. A total of 51 citations of federal and state administrative rules were made. Confidential memorandums were student specific and generally required that the entity convene a CST or IEP meeting to address the specific concern. In many cases, a single confidential memo (CM) might have identified more than one regulation. Comprehensive educational evaluation process was cited most frequently. Generally, these issues were related to a lack of required elements (e.g., evaluation summary statements) in the child study team report. In Content of the IEP (CFR 300.347), there was no single component of regulation cited consistently across the CMs.

Summary

In 2003-2004, complete documentation of a review of existing evaluation data arose as the most significant compliance concern. Although entities reported they conducted the reviews, the lack of adequate documentation resulted in their receiving a corrective action(s). The second most frequent systemic issue was the content of the IEP. Both of these issues were cited in Montana's Annual Performance Report for 2002-2003; however, there was notable improvement in the writing of measurable annual goals, short-term objectives and documenting the provision of supplementary aids and services. In 2003-2004, compliance reviews also revealed that there was a lack of adequate documentation of present levels of performance and program modification and supports for school personnel. In the case of program modifications and supports for school personnel, if the entity did not have a statement on the IEP under this component, it was assumed by the OPI program specialists that this had not been addressed.

The OPI full and part-time program specialists provide technical assistance to LEAs to support their work in meeting full compliance. In addition to providing technical assistance on-site, in some cases while monitoring, the OPI program specialists provide training for LEA staff at the request of the LEA following the receipt of a corrective action. The OPI uses information from all of its general supervision activities to guide the provision of technical assistance and training to LEAs and their personnel.

The OPI provides sample forms for LEAs. These forms assist the LEA in addressing the requirements under IDEA. During 2003-2004, program specialists provided extensive training on review of existing data to assist LEAs in addressing this requirement. It was found that when LEAs used the OPI sample form appropriately, they would meet the documentation requirements for this regulation.

The extensive turnover in Montana's special education personnel, as well as the lack of experience and training at the preservice level on how to write 'quality' IEPs and summaries of evaluation findings, will continue to drive the ongoing need for training and technical assistance activities. During the 2003-2004 school year, training was provided on the following topics: writing quality performance goals and objectives; the evaluation/re-evaluation process; documenting review of existing data and evaluation results; content of the IEP; documenting IEP decisions on the IEP form; and secondary transition.

Whenever systemic issues are identified, the OPI provides technical assistance in the form of training and, as appropriate, develops technical assistance documents to assist LEAs in meeting requirements. The OPI utilizes the structures of its CSPD, State Improvement Grant (SIG) and Early Assistance Program (EAP) to target training needs based on an analysis of the findings. Training and technical assistance are provided through videoconferencing, teleconferencing, on-site training/technical assistance and through the provision of technical assistance guides. The OPI, through its collaboration with institutions of higher education (IHEs) and the parent information training center Parents, Let's Unite for Kids (PLUK) and professional organizations, implements comprehensive training and technical assistance strategies to effect a positive and sustained change to those issues of noncompliance that have been determined to be systemic. Technical assistance guides are published by the OPI and provided in hard copies to LEAs, as well as being made available on the OPI Web site at www.opi.state.mt.gov/speced.

Projected Targets	Future Activities	Timelines	Resources
Systemic Issues are Identified	Complete a review of compliance data from the 2003-2004 school year and identify systemic issues	8/1/04	Division of Special Education Staff, Legal Services Division Staff
Remediation Plan Developed	Develop a strategic plan to address the systemic issue(s) and sustain correction, ensuring the alignment of CSPD activities with the established goals	8/30/04	Special Education and Legal Staff, CSPD/SIG, IHEs, PLUK, Montana Advocacy Program (MAP), Professional Organizations, MPRRC
Implement Remediation Plan	Implement strategic plan using resources: CSPD/SIG/Professional Organizations/Institutions of Higher Education (IHE) and the parent information training center (PLUK), other state agencies, Mountain Plains Regional Resource Center (MPRRC), the federal Resources Centers (FRCs) and other OSEP-supported national centers, as may be appropriate	School year 2004-2005	CSPD/SIG, Professional Organizations, IHEs, PLUK, MPRRC, FRC

GS. III: Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?
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Performance Indicators:

- All complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner
- Extensions will be time specific

Baseline/Trend Data

School Year	Number of Complaints Completed/Addressed within Timelines	Number of Due Process Hearings held (fully adjudicated) within Required Timelines	Completed within Required Timelines
1999-2000	1	2	100%
2000-2001	1	2	100%
2001-2002	1	0	100%
2002-2003	3	0	100%
2003-2004	3*	3*	100%

* In 03-04 three complaints were filed, and all were addressed within our timelines and resolved via EAP. The due process hearings were completed within appropriate timelines, two needing extensions and one done within 45 days.

Target(s) for 2003-2004

- All complaint investigations, mediations, and due process hearings and reviews will be completed in a timely manner and in accord with IDEA requirements.

Explanation of Progress/Slippage 2003-2004

The OPI has met its target of completion of all complaint investigations, mediations, and due process hearings and reviews in a timely manner. Refer to the chart under baseline/trend data, probe GS.I. A review of complaint investigation, mediation, and due process hearing data shows that the OPI has met required timelines 100 percent of the time. This success is due to having an effective system in place to track the data, as well as knowledgeable staff who have expertise in working with parents, school personnel and due process hearing officers and mediators.

The extremely low rate of formal complaints and due process hearings is a credit to the effectiveness of the other components of the general supervision system. The procedural compliance monitoring has helped ensure that LEAs are implementing practices in accord with IDEA requirements. If noncompliance is identified, whether it is student specific or systemic, the LEAs are required to address it in accord with timelines

established by the OPI. In addition, when specific issues of FAPE may be a concern, parents and LEAs have immediate access to the Early Assistance Program (EAP). Both the CIMP and the EAP incorporate strong technical assistance and support components to ensure that resolutions to issues occur in a timely manner. The Early Assistance Program has had a profound effect on requests for due process hearings and formal complaints. Parents and LEAs are generally eager to resolve issues before they result in formal complaints and requests for due process. The EAP provides the technical assistance and direct support to both the parents and LEAs that allow them to come to a positive resolution in ensuring FAPE, while at the same time establishing a positive and ongoing working relationship.

In noting the low rate of formal complaints and due process hearings held, it is important to recognize that in almost all cases parents and school personnel have been able to establish a positive working relationship that allows them to resolve issues at the local level.

In the unusual event that an LEA fails to take corrective action(s) to ensure the provision of FAPE, the OPI may initiate one or more of the following options:

- Provide FAPE directly;
- Contract for services to provide FAPE;
- Provide an out-of-district placement in accord with LRE regulations under IDEA;
- Recommend to the Board of Public Education the withholding of state education funds; or
- Deny, in whole or part, IDEA-B federal funds or recommend to the Board of Public Education a change in accreditation status.

Projected Targets	Future Activities	Timelines	Resources
100% of complaint investigations, mediations, and due process hearings and reviews will be completed in a timely manner	Maintain systems to ensure complaint investigations, mediations, due process hearings and reviews are completed in a timely manner	Ongoing	Legal Division Staff Database
All due process hearing officers are knowledgeable of and complete their work within required timelines 100% of the time	Provide training, as necessary, to hearing officers Include language within hearing officer contracts that addresses adhering to timelines	Training will be provided when new hearing officers are added Ongoing	Legal Division Staff MPRRC

GS. IV: Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the state?

Performance Indicator:

- There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the state.

Baseline/Trend Data:

This table provides data reported by LEAs and special education cooperatives on special education personnel vacancies and the ease in filling those vacancies. Note: In the narrative portion, 2002-2003 is referred to as state fiscal year FY'03 and 2003-2004 is referred to as FY'04.

Education Field Data includes Public Accredited Schools and Special Education Cooperatives	Total Openings	Ability to Fill - Easy	Ability to Fill - Possible	Ability to Fill - Difficult	Ability to Fill - Very Hard	% of All Openings for that Year	% Easy	% Possible	% Difficult	% Very Hard
Special Education Teacher										
2002-03	126	4	47	35	40	28.06%	3.2%	37.3%	27.8%	31.7%
2003-04	133	5	27	64	37	31.07%	3.8%	20.3%	48.1%	27.8%
Occupational Therapist										
2002-03	6	0	3	3	0	1.34%	0.0%	50.0%	50.0%	0.0%
2003-04	7	0	2	5	0	1.64%	0.0%	28.6%	71.4%	0.0%
Psychologist										
2002-03	12	0	1	3	8	2.67%	0.0%	8.3%	25.0%	66.7%
2003-04	15	0	4	4	7	3.50%	0.0%	26.7%	26.7%	46.7%
Speech/Language Pathologist										
2002-03	20	0	3	8	9	4.45%	0.0%	15.0%	40.0%	45.0%
2003-04	22	1	0	11	10	5.14%	4.5%	0.0%	50.0%	45.5%
School Nurse										
2002-03	6	0	2	3	1	1.34%	0.0%	33.3%	50.0%	16.7%
2003-04	5	0	2	3	0	1.17%	0.0%	40.0%	60.0%	0.0%
Special Ed Director										
2002-03	8	3	1	4	0	1.78%	37.5%	12.5%	50.0%	0.0%
2003-04	5	0	1	2	2	1.17%	0.0%	20.0%	40.0%	40.0%
Adapted PE Teacher										
2002-03	1	1	0	0	0	0.22%	100.0%	0.0%	0.0%	0.0%
2003-04	3	0	2	1	0	0.70%	0.0%	66.7%	33.3%	0.0%

Education Field Data includes Public Accredited Schools and Special Education Cooperatives	Total Openings	Ability to Fill - Easy	Ability to Fill - Possible	Ability to Fill - Difficult	Ability to Fill - Very Hard	% of All Openings for that Year	% Easy	% Possible	% Difficult	% Very Hard
Audiologist										
2002-03	1	0	1	0	0	0.22%	0.0%	100.0%	0.0%	0.0%
2003-04	0	0	0	0	0	0.00%	0.0%	0.0%	0.0%	0.0%
Physical Therapist										
2002-03	3	0	1	1	1	0.67%	0.0%	33.3%	33.3%	33.3%
2003-04	4	0	2	2	0	0.93%	0.0%	50.0%	50.0%	0.0%
Recreation/Therapeutic Specialist										
2002-03	0	0	0	0	0	0.00%	0.0%	0.0%	0.0%	0.0%
2003-04	2	0	0	2	0	0.47%	0.0%	0.0%	100.0%	0.0%
Diagnostic & Evaluation Staff										
2002-03	1	0	0	1	0	0.22%	0.0%	0.0%	100.0%	0.0%
2003-04	1	0	0	1	0	0.23%	0.0%	0.0%	100.0%	0.0%
Other Spec Ed Professional Staff										
2002-03	8	0	4	2	2	1.78%	0.0%	50.0%	25.0%	25.0%
2003-04	6	0	2	4	0	1.40%	0.0%	33.3%	66.7%	0.0%
Other Sp Ed Nonprofessional Staff										
2002-03	27	0	4	11	12	6.01%	0.0%	14.8%	40.7%	44.4%
2003-04	24	7	6	10	1	5.61%	29.2%	25.0%	41.7%	4.2%
Sp Ed Instructional Paraprofessional										
2002-03	173	37	94	35	7	38.53%	21.4%	54.3%	20.2%	4.0%
2003-04	134	16	93	18	7	31.31%	11.9%	69.4%	13.4%	5.2%
Interpreters										
2002-03	1	0	0	1	0	0.22%	0.0%	0.0%	100.0%	0.0%
2003-04	7	0	1	4	2	1.64%	0.0%	14.3%	57.1%	28.6%

Total Openings FY'03 393

Total Openings FY'04 368

The above counts do not include those reported with "Not Applicable" in the ability to fill portion of the report.

Definitions: Easy—Several qualified applicants

Possible—Some qualified applicants

Difficult—Shortage of applicants

Very Hard—No applicants, not filled or used alternate strategies

Data Source: Annual Data Collection (ADC)

Target(s) for 2003-2004

- Decrease the shortage and improve the recruitment/retention of special education personnel by implementing strategies identified in the FY'03 Annual Performance Report

- Ensure paraprofessionals have necessary knowledge and skills
- Analyze FY'03 data, review/revise recruitment/retention strategies based on the data and implement the plan in FY'04

Explanation of Progress/Slippage for 2003-2004

Consistent with the results reported in the 2002-2003 Annual Performance Report, review of baseline data shows that Montana continues to experience a large turnover of special education teachers and special education paraprofessionals that cannot be solely attributed to retirement. The largest number of personnel vacancies occurred in the categories of special education teachers (32% of all vacancies in FY'03 and 36% of all vacancies in FY'04) and special education instructional paraprofessionals (44% of all vacancies in FY'03 and 36% of all vacancies in FY'04).

Special education instructional paraprofessional vacancies decreased by 22.6 percent between FY'03 and FY'04. In addition, most vacancies were not difficult to fill (76% of vacancies in FY'03 had some applicants and 81% of vacancies in FY'04 had some applicants); therefore, although these positions turn over on a regular basis, the vacancies are generally easy to fill.

Special education teacher vacancies increased by 5.3 percent in FY'04. Of the special education teacher vacancies reported in FY'04, 27.8 percent were very hard to fill, requiring schools to use alternate strategies for addressing student needs. Alternate strategies may have included hiring licensed general education teachers enrolled in the special education endorsement program or using paraprofessionals to support the instruction provided by the special education teacher. Factors affecting special education teacher vacancies include teacher retirement (10.5% of all special education teacher vacancies in FY'04), higher salaries in other states that lure Montana teachers away, changing career paths, and special education teachers choosing to move back into general education. The most frequent reason cited for this is a desire to spend more time in pupil instruction and less time in meetings and doing paperwork. Schools in rural and remote areas have a particularly difficult time employing and retaining special education teachers.

Some of these same issues are central to the recruitment and retention of other special education personnel. For example, speech-language pathology and school psychology positions are difficult for administrators to fill in spite of extensive recruitment efforts and additional supports/incentives provided to retain staff. Rural districts find it extremely difficult to recruit and retain sign language interpreters when there is only one student requiring such services and no guarantee that the service will be required in subsequent years. These same communities may be one hundred miles or more away from a major population center or area in which a qualified interpreter lives. Another factor influencing the retention of educational interpreters is their desire to further their education and move into other professional occupations which are more lucrative.

In spite of the difficulty in recruiting and retaining qualified personnel, Montana continued to provide special education and related services to students with disabilities using qualified personnel. In those cases when LEAs have not been able to employ their own personnel, they managed to contract with private providers to ensure the delivery of services. This is most often seen in the cases of occupational, physical and speech therapy. Consistent with past practice, the state CSPD Council and State Special Education Advisory Panel met jointly in the fall of FY'04 to review and discuss recruitment/retention strategies and develop new strategies to address personnel shortages, as appropriate. Following is a summary of strategies implemented in FY'04 to address personnel shortages and the results of those strategies.

- Special Education Teachers: The OPI continued the Special Education Endorsement Project. This project is funded with IDEA Part B set-aside funds. In FY'03 and FY'04, 33 LEAs were able to fill special education teacher position vacancies through participation in this project. Personnel data gathered on October 1 through the Annual Data Collection (ADC) showed that in FY'03, 46 special education teachers were

reported as special education teacher interns (enrolled in the endorsement program) and in FY'04, 39 special education teachers were reported to be special education teacher interns enrolled in the endorsement project and working in an LEA. This project has been highly successful in assisting schools in meeting the requirements for qualified special education teachers. Information on the Endorsement Project can be found on the OPI Web site at www.opi.mt.gov/speced, click on "Links" and then click on "Endorsement Project."

The OPI, through its state set-aside and SIG grant funds, supports mentoring training and activities as one of its retention strategies. This is a collaborative venture with the Comprehensive System of Personnel Development State Council, Title II—State-Level Activities, Title I—Part A Program and Montana Education Association-Montana Federation of Teachers.

- School Psychologists: The University of Montana and the College of Great Falls both provide training programs for school psychologists that allow students to complete their training while maintaining their current job. This has made it possible for schools to recruit school psychologists from within their own staff.
- Speech-Language Pathologists: Montana continued its stipend support program in FY'04. In FY'03, seven BA-level speech aides were enrolled in on-line master's programs and provided financial support through stipends made available by the OPI with its IDEA Part B set-aside funds. In FY'04, 11 individuals were enrolled in a master's program. The OPI worked with faculty at the University of Northern Colorado and the University of Wyoming for the implementation of an on-line leveling program for individuals who wished to complete the necessary prerequisite classes to enter a master's program in speech-language pathology. Nine individuals with bachelor's degrees in another field were enrolled in the leveling programs. The stipend program has been successful in attracting personnel to the profession, as well as encouraging individuals who have a bachelor's degree in speech-language pathology to complete the requirements leading to full state licensure. Individuals who have received stipend support have remained in Montana to work.

The Board of Speech-Language Pathology has a provision within its licensure law to allow speech-language pathologists to train, direct, and supervise speech aides to augment the delivery of speech-language therapy. This provision has been particularly helpful to schools in delivering required speech-language services and also in attracting personnel who hold a bachelor's degree in speech-language pathology and want to work while enrolled in an on-line program leading to a master's degree in speech-language pathology.

The Montana Speech-Language and Hearing Association (MSHA) assisted in recruitment of qualified personnel by providing personnel vacancy announcements on its Web site at no charge for LEAs, encouraging its membership to personally recruit personnel, and by encouraging young adults to enter the profession.

The OPI has discussed the need for a speech-language pathology program in Montana with the Office of the Commissioner of Higher Education, the Montana Speech-Language and Hearing Association, the state CSPD Council and some institutions of higher education. Implementation of such a program is contingent on financial and personnel resources and the support of the university system and the legislature.

- Occupational Therapists (OT): The state CSPD Council is working with the related services committee to develop an awareness and recruitment brochure. The LEAs and special education cooperatives in the more remote areas of the state continue to have the most difficulty in recruiting these personnel. The LEAs work with local hospitals and nursing homes to collaboratively address recruitment/retention.
- Low-Incidence Personnel: The LEAs have provided for the needs of students with low-incidence disabilities through a variety of mechanisms. Some LEAs have established regionalized consortiums or cooperative programs. Such service delivery patterns not only assist in addressing the personnel recruitment/retention issues, but most importantly provide excellent services specifically designed to meet the individual student needs. To ensure students with low-incidence disabilities have appropriate services, qualified personnel with specialized expertise in specific areas of instruction (such as deaf-blindness, deafness/hearing impairment, visual impairment/blindness and behavioral issues) serve in a consultative and technical assistance capacity to LEAs and program staff. The Montana School for the Deaf and Blind (MSDB), through the support of IDEA Part B set-aside funds provided by the OPI and state funding, provides outreach services to LEAs serving students who have hearing impairments, deafness, blindness, or visual impairments. The OPI Deaf-Blind specialist, funded through a U.S. Department of Education Deaf-Blind grant, provides direct technical assistance to LEAs and parents.

The OPI, with the use of Part B set-aside funds, provided Applied Behavior Analysis (ABA) training for selected personnel so they could serve in a technical assistance capacity to LEAs requesting such assistance.

Using its Part B set-aside funds, the OPI, in collaboration with MSDB, participated in a multi-state collaborative with Stephen F. Austin University using distance technologies to train teachers as teachers of the visually impaired and as certified orientation and mobility specialists. In FY'04, nine teachers were enrolled in the program. Upon completion of their program, these teachers will have the specialized skills and knowledge to assist schools in addressing the needs of students with visual impairment or blindness.

- Paraprofessionals: Training opportunities continued to be provided to paraprofessionals through the CSPD and in collaboration with Title I in FY'04. It is felt that this training contributed to fewer position vacancies in FY'04. Paraprofessionals have reported such training has resulted in greater satisfaction with their work. The CSPD data from FY'04 shows that 783 registrants for training activities were identified as paraprofessionals.
- Educational Interpreters: Montana continued to provide training to educational interpreters through the Educational Interpreting Certificate Project (EICP). This multi-state collaborative project, coordinated through the MPRRC, has been instrumental in providing the prerequisite training to educational interpreters, helping to ensure access to instruction for students with disabilities needing sign language services. It takes three years (based on cohorts) for each participant to complete the project. From 1996 to 2003, 30 Montana interpreters completed the EICP. In FY'04, eight interpreters were enrolled in the project.

Projected Targets	Future Activities	Timelines	Resources	
<u>Speech-Language Pathologists</u> Increase the pool of licensed speech-language pathologists	Continue the stipend assistance program	Ongoing	MPRRC CSPD MSHA	IHEs OPI Staff
	Encourage BA-level speech-language personnel to come to Montana to work in speech-aide positions while participating in on-line master's programs leading to licensure	Ongoing	MSHA CSPD OPI Staff	
	Continue to work toward the development of an in-state speech-language pathology program	Ongoing	MSHA OCHE	IHEs CSPD
<u>School Psychologists</u> —Increase the pool of qualified school psychologists	Work with MASP, CSPD and IHEs to further refine and implement recruitment strategies.	Ongoing	OPI Staff MASP	IHEs CSPD
<u>Paraprofessionals</u>	Continue to make available and/or support paraprofessional training opportunities to ensure personnel have the necessary knowledge and skills to work effectively in cross-school settings	Ongoing	CSPD OPI Staff ESEA	LEAs IHEs MEA/MFT
	Develop a recruitment plan with specific strategies to attract personnel to the paraprofessional profession	Ongoing	CSPD OPI Staff State Advisory Panel	ESEA
<u>Special Education Teacher</u>	Maintain the special education teacher endorsement project	Ongoing	CSPD IHEs	
	Continue implementation of current recruitment/retention strategies in addition to developing new ones (mentor task force/training)	Ongoing	State Advisory Panel CSPD OPI Staff MEA/MFT	
<u>Occupational Therapists</u>	Develop an awareness packet that can be used as a recruiting tool for OTs	Spring 2005	CSPD OT School-Based Assoc.	
<u>Educational Interpreters</u>	Continue to provide educational interpreter training through the certificate project and other training activities	Ongoing	MPRRC Front Range Community College MRID	MSDB OPI

Projected Targets	Future Activities	Timelines	Resources
Complete analysis of 2004-05 data	OPI staff will review personnel data to identify areas of shortages	July 2005	OPI Staff
Review and revise, as appropriate, the state's recruitment/retention plan	Data will be shared with the Special Education Advisory Panel and state CSPD Council for purpose of assisting the OPI in revising, as appropriate, the state's recruitment/retention strategies	Fall 2005	State CSPD Council State Advisory Panel OPI Staff
Apply for OSEP's Professional Development Grant	The OPI will complete and submit a professional development grant to OSEP for the purpose of improving student outcomes and teacher quality	Spring 2005	OPI Staff PLUK CSPD Advisory Panel IHEs

GS.V: Do state procedures and practices ensure collection and reporting of accurate and timely data?

Performance Indicator:

All Data collections and reporting are accurate and timely.

Baseline/Trend Data for 2003-2004:

Review of OSEP memos and data reports show that Montana has met the OSEP and Westat timelines at 100 percent over the past three years.

Targets for 2003-2004

All data will continue to be reported to OSEP and Westat in accordance with designated timelines.

Explanation of Progress/Slippage for 2003-2004:

Montana has consistently met OSEP and Westat timelines for reporting data. The OPI continues to refine its data collection process. While there were no significant changes in FY'04 to the way data was collected, the process is continually reviewed and, if necessary, revised to comply with collection requirements, to streamline the process, and to ensure continued accuracy. School districts are encouraged to provide input on the data collection processes and all constructive comments are considered when revisions to any process are made.

All special education data collections are now available to reporting entities over the Internet (Child Count has been collected on-line for four years). The data collections are secure, requiring assigned user names and passwords to access. Electronic web-based applications increase accuracy of the data collected by using validation checks, built into the applications, that make the reporting of incorrect data more difficult. School districts' increased familiarity with the applications adds to the accuracy of the data reported. The OPI provides several resources for each data collection that are available over the Internet and are updated every year. These include a comprehensive instruction manual for each application, on-line trainings either live or through video-on-demand, and a step-by-step video-on-demand training module that walks the user through the application from beginning to end. In addition, an OPI staff person is available to provide assistance to school districts throughout the reporting period.

Targets	Explanation of Progress or Slippage	Projected Targets	Future Activities to Achieve Projected Targets/Results	Projected Timelines & Resources
<p>Increase the percentage of LEAs that submit their data electronically through all applications to 100%</p> <p>Revise and update, as necessary the data collection processes</p>	<p>All special education data collections continue to be available for electronic submittal over the Internet</p> <p>Child Count data collected on December 1, 2004, show that the data from 96% of the school districts in the state were submitted electronically. Residential treatment facilities were added to the electronic submittal process and all submitted their data electronically this year. All special education cooperatives but one submitted their data electronically.</p> <p>Suspension/Expulsion data were submitted electronically for first time in 2003-04. Data reported show that 17% of school districts submitted their data electronically. Of those districts that submitted by paper, 62% reported no incidents of suspension or expulsion. 33% of the incidents of suspension or expulsion that were reported were reported electronically. This indicates school districts that reported higher numbers of suspensions or expulsions (the larger districts) reported their data electronically.</p>	<p>Revise and update, as necessary, the data collection processes</p> <p>Continue to work toward 100% electronic submittal for Child Count data</p> <p>Increase the percentage of electronic submittals for School Discipline to 50% for the 2004-2005 school year</p>	<p>Attend annual Westat Data Manager Conference</p> <p>Work individually with the special education cooperative that did not submit electronically to resolve the problems the cooperative has with accessing the application</p> <p>Work with individual school districts that are having trouble accessing or using the application. Focus on school districts that reported larger numbers of incidents. Make sure all school districts are aware of training resources available for the application.</p>	<p>2004-05 school year</p> <p>2004-05 school year</p> <p>Ongoing</p>

Cluster Area II: Early Childhood Transition

Question: Are all children eligible for Part B services receiving special education and related services by their third birthday?

State Goal: All children eligible for Part B services will receive special education and related services by their third birthday.

Performance Indicator:

- All children eligible for Part B receive special education and related services by their third birthday.

Overview

Each LEA is required to have a comprehensive child find system in place. As part of the child find requirement, LEAs must coordinate child find procedures with Part C agencies to ensure that infants/toddlers and preschool children who are referred for a suspected disability are evaluated, and, as appropriate, served by the appropriate agency. In addition to working collaboratively with Part C agencies, LEAs also work in collaboration with Headstart and other provider programs. The LEAs and Headstart agencies often have formal agreements which specifically describe the roles, responsibilities and activities each agency will conduct to ensure an effective child find system.

The Office of Public Instruction (OPI) addresses Early Childhood Transition through these methods: (1) An interagency agreement with the Developmental Disabilities Program (DDP), Montana's Part C lead agency for the IDEA Part C Early Intervention Program, defines the procedures with which both Early Intervention provider agencies and local educational agencies collaborate to ensure the provision of free appropriate public education by the child's third birthday; (2) Appropriate personnel from both the OPI and DDP provide training and technical assistance at the local level to support smooth transition activities; (3) Both the OPI and DDP work with Parents, Let's Unite for Kids (PLUK) to inform and support parents and families experiencing transitions from Part C to early childhood special education; (4) The OPI complaints and due process management system responds to inquiries about provision of FAPE on the third birthday, among other concerns; and (5) The OPI compliance monitoring procedure ensures that the sample of individual student records reviewed include 3-year-old children and, specifically, looks into the provision of free appropriate public education on the third birthday.

Following are activities that have continued to be implemented to support the provision of FAPE upon the third birthday:

1. The Office of Public Instruction and Developmental Disabilities Program, the lead agency for the IDEA Part C Early Intervention Program, collaborate effectively. Two interagency agreements lay out responsibilities and expectations.
2. A representative of the Family Support Services Council is a member of the Special Education Advisory Panel, and the OPI Preschool Specialist participates on the Family Support Services Council. The Family Support Services Council is the counterpart of the Special Education Advisory Panel guiding the IDEA Part C Early Intervention Program.

3. The Early Assistance Program staff and Preschool Specialist provide guidance and direction to callers inquiring about preschool transition concerns. Frequent callers are parents, special educators, family support specialists, advocates, and other service providers.

Baseline/Trend Data

School Year	Number of Children, Between the ages of 2-3 (24-36 mths) Reported on Part C Child Count	Number of Children, age 3, Reported on Part B Child Count (Dec. 1)
2000-2001	209	316
2001-2002	216	313
2002-2003	269	309
2003-2004	278	345

Findings Related To Not Making FAPE Available To A Part B Eligible Child Upon Their Third Birthday					
School Year	Compliance Monitoring Findings	CIMP Findings	Due Process Hearing Findings	Complaints	Early Assistance Program
2000-01	-	0	0	0	0
2001-02	-	Child Find cited once (1)	0	0	0
2002-03	-	0	0	0	0
2003-04	0	*	0	0	0

* The CIMP was discontinued June 30, 2003, and replaced by Compliance Monitoring and Focused Intervention.

Target(s) for School Year 2003-2004

- Maintain effective child find practices
- Explore the possibility of designing the Part B and Part C Child Count so that Child Count data can be shared
- All Part B-eligible children will be provided FAPE upon their third birthday.

Explanation of Progress/Slippage for 2003-2004

A review of monitoring data from FY'01 through FY'03 revealed only one finding of noncompliance related to Federal Regulation 300.125 Child Find. In reviewing the finding, it was determined that the issue of noncompliance was not related to the provision of FAPE upon a child's third

birthday, but rather due to the LEA's failure to describe child find procedures in a manner that assured a comprehensive child find system. There were no findings that LEAs failed to participate in transition meetings when arranged by a Part C provider or that LEAs did not provide FAPE to IDEA-eligible children upon their third birthday.

A review of December 1 child count data for both infants/toddlers (Part C) and the number of three-year-old children served under Part B shows that Part B numbers of children served is consistently greater than the number of infant/toddlers served under Part C. There may be a variety of reasons for this (parents not wanting their child to receive services until the child reaches age 3, lack of identification prior to age 3, new children entering the state, parents not wishing to participate in transition planning, etc.).

Of 40 entities monitored for procedural compliance during 2003 and 2004, none required a corrective action to address a systemic concern related to provision of FAPE on the child's third birthday. Similarly, no confidential memoranda were required to address an instance where provision of FAPE on the third birthday was at issue. Technical assistance provided to one district addressed procedures for responding to referrals from the Part C program. No concerns related to provision of FAPE on the third birthday were identified and addressed by the OPI legal unit.

Analysis of data from due process, mediations, complaints, the EAP and compliance monitoring supports the conclusion that LEAs are implementing effective child find services and providing special education and related services to eligible children on their third birthday. The LEAs continue to coordinate child find procedures with Part C agencies to ensure that infants/toddlers and preschool children who are referred for a suspected disability are evaluated, and, as appropriate, served by the appropriate agency.

The OPI continues to have discussions with Part C on ways in which child count data collected as a part of the Part C program can be collected in such a manner that children who have received services under Part C can be followed to determine if they have become qualified under the Part B program at age three. Child count data collection elements under Part B have been shared with Part C.

Projected Target 2004-05	Future Activities	Timelines	Resources
Zero instances of failure to provide FAPE on the third birthday will be found	The OPI will continue to monitor for procedural compliance, as well as to review data from due process, mediations, and complaints	Ongoing	OPI Staff
	The OPI and DDP will develop joint strategies to identify individual children eligible for the IDEA Part C programs and share this information with appropriate Part B programs as a means of ensuring FAPE on the third birthday	Ongoing	OPI and DDPHS/Part C staff
	TA and training on effective child find practices and transition from Part C to Part B will continue	Ongoing	OPI staff CSPD

Cluster Area III: Parent Involvement

Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?

State Goal: The provision of a free appropriate public education (FAPE) to children with disabilities is facilitated through parent involvement.

Performance Indicator(s):

- Maintain a high level of parent involvement in the CST/IEP process.
- Analyze the feasibility of developing a parent satisfaction survey.

Overview

The OPI works closely with LEAs and the Parents, Let's Unite for Kids (PLUK), parent training information (PTI) center, to help ensure parents of students with disabilities are knowledgeable of special education laws and rules and their role as parents in special education decisions. In addition, the OPI implements an Early Assistance Program that is available to both parents and school personnel for the purpose of informal resolution when disagreements or concerns arise. Through this process the OPI staff work to facilitate parent participation in the special education process by improving communication between the LEA and parents and by providing parents education regarding their rights and responsibilities. In some LEAs, home school coordinators are employed as liaisons between the home and the school for the purposes of assisting parents in better understanding special education procedures and laws/rules and, as appropriate, to translate information for the parent into their primary language.

Montana school accreditation standards require all schools to be engaged in an ongoing comprehensive school improvement process that uses a stakeholder group, including parents, in data-driven improvement planning. The OPI Division of Special Education staff is available, by phone, to answer questions parents or school personnel may have. Joint training opportunities for school personnel and parents are supported through the use of IDEA Part B and SIG funds and provided through collaboration with PLUK, professional organizations and CSPD activities. Parents of students with disabilities are active members of the State Special Education Advisory Panel. As panel members, they serve in an advisory capacity and make recommendations to the OPI on parent involvement. Montana has had a longstanding belief that the involvement of parents in educational decision making leads to better outcomes for students.

Baseline/Trend Data

Number of Complaints, Mediations and Due Process Hearings Resulting From Parents Reporting They Were Not Included In The IEP/CST Decision-Making Process			
State Fiscal Year	Complaints	Mediations	Due Process
FY'03	0	0	0
FY'04	0	0	0

Targets for 2003-2004

- Maintain a high level of parent involvement in the CST/IEP process
- Analyze the feasibility of developing a parent satisfaction survey

Explanation of Progress/Slippage for 2003-2004:

Issues related to parent satisfaction with special education services or parent involvement in decisions regarding provision of FAPE were not cited by the OSEP in its April 2000 monitoring report to Montana. Analysis of due process hearing requests, complaints, mediations and EAP data indicate that parents are actively involved in the educational decision-making process .

Consistent with its review of 2002-2003 data, a review of data for 2003-2004 showed that Montana maintained or exceeded its targets. Of 40 entities reviewed in FY'04, eight (8) corrective actions were issued regarding parent notification. Of these, five (5) corrective actions resulted from the LEA IEP Meeting Notice not containing all required information and three (3) resulted from the LEA not adhering to the Evaluation Plan signed by the parent. All corrective actions were completed in a timely manner. No other corrective actions were issued regarding parent participation in the special education process.

During FY'04 the OPI moved to a centralized clearinghouse system for survey development and deployment. This system is intended to allow more refined survey development and the reduction of multiple surveys being sent to the same recipients. It is believed that this will improve the timeliness and quality of the survey data used by the OPI. This system will allow survey instruments to be web-based or hand-scored and allow for a broader sampling of the target population. The OPI has begun to examine the feasibility of using this system to develop a parent satisfaction survey that includes items related to special education.

Projected Targets	Future Activities	Timelines	Resources
Maintain a high level of parent involvement in the CST/IEP process	<ul style="list-style-type: none"> – Provide information and training to parents and LEA personnel on special education laws/rules and their roles/responsibilities in the process – Maintain the EAP – Continue to provide technical assistance to parents and LEA personnel on an as-needed basis via OPI staff – Maintain the Deaf/Blind Project – Assist LEAs in implementing strategies to help ensure parent participation 	<p>Ongoing</p> <p>Ongoing</p>	<p>CSPD/SIG</p> <p>PLUK</p> <p>OPI Web Site</p> <p>CEC</p> <p>Deaf/Blind Project</p> <p>EAP</p> <p>Transitions Outcomes Project</p> <p>OPI Staff</p> <p>EAP</p>
Analyze the feasibility of developing a parent satisfaction survey	<ul style="list-style-type: none"> – Conduct research/study of appropriate methodologies and provide recommendations – Design/prepare the survey instrument – Implement the survey 	<p>Complete by June 30, 2005</p> <p>Complete by June 30, 2006</p> <p>Fall 2007</p>	<p>OPI Staff</p> <p>MPRRC</p> <p>Federal Resource Centers</p> <p>LEAs</p> <p>Education Associations</p> <p>Other resources, as appropriate</p>

Cluster Area IV: Free Appropriate Public Education (FAPE) In The Least Restrictive Environment

State Goal: All children with disabilities will receive free appropriate public education (FAPE) in the least restrictive environment that promotes high-quality education and prepares them for employment and independent living (as evidenced by measurable, continuous progress in academic skills, continuous successful participation in school, resulting in increased graduation and decreased dropout rates, inclusion in statewide assessments, and the ability to make successful school-to-adult transitions).

BF.I Does the State review data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, does the State review and, as appropriate, revise policies, procedures, and practices?

State Goal: The LEAs will have race/ethnic neutral policies and implement race/ethnic neutral practices and procedures in the identification of students with disabilities and when determining educational placements for students with disabilities.

Performance Indicator:

The LEAs selected by the OPI because of data indicating significant disproportionality will participate with the OPI in Focused Intervention activities.

Targets for 2003-2004 School Year:

- If data indicates there may be disproportionality in identification, educational placement or by disability category, a review of LEA policies and procedures has been conducted.
- Develop a focused monitoring system that incorporates disproportionality as one of its indicators.
- Implement a focused intervention system that incorporates a review of disproportionality data.
- The LEAs selected for review because of significant disproportionality will conduct a review of their data, policies, procedures and practices in collaboration with the OPI.
- The LEAs determined to have practices that are not race/ethnic neutral will be required to change their policies/procedures/practices.

Presentation of Baseline/Trend Data

Montana has reviewed data for children ages 6 through 21 served under IDEA in the 2003-2004 school year to determine if significant disproportionality in identification, eligibility category or placement is occurring. As per Annual Performance Report (APR) instructions, we calculated risk ratios for the following disability and educational environment categories:

- All children with disabilities

- The following six disability categories: Cognitive Delay (CD), Specific Learning Disabilities (LD), Emotional Disturbance (ED), Speech and Language Impairments (SL), Other Health Impairments (OH), and Autism (AU)
 - ✓ In addition, Montana calculated risk ratios for the other disabilities categories although there was no reason to believe that issues existed in these categories (i.e., through written complaints, due process filings, etc.). These disabilities categories are as follows: Deaf-Blindness (DB), Hearing Impairment (HI), Multiple Disabilities (MD), Orthopedic Impairment (OI), Traumatic Brain Injury (TB), and Visual Impairment (VI).
- The following four education environment categories: <21 percent outside the regular classroom, 21-60 percent outside the regular classroom, >60 percent outside the regular classroom, and a combined separate facilities category.
- The combined separate facilities category includes public/private residential facilities, public/private separate schools, and home/hospital environments.

Montana's state-level risk ratios are presented in the Disproportionality Table (see Table 1). State-level risk ratios for Montana were calculated using the formula in Westat's technical assistance document *Methods for Assessing Racial/Ethnic Disproportionality in Special Education*.

- We calculated risk ratios by dividing the risk for the racial/ethnic group for the disability or educational environment category by the risk for all other students. A risk ratio of 1.00 indicates no difference between the racial/ethnic group of interest and the comparison group (i.e., all other students).
 - ✓ The calculation of risk ratios for racial/ethnic and disability categories use the following data:
 - ◆ Students with disabilities, ages 6 through 21, reported on the December 1 Child Count for public schools only.
 - ◆ General Education Enrollment, grades K-12 (collected annually in October), for public schools only is used as the comparison group.
 - ✱ General Education Enrollment includes special education students and, at this time, cannot be disaggregated.
 - ✓ The calculation of risk ratios for racial/ethnic and educational environment categories use the following data:
 - ◆ Students with disabilities, ages 6 through 21, reported on the December 1 Child Count for public schools only.
- In our analysis of disproportionality data, Montana determined the criteria for defining significant disproportionality as a risk ratio of 1.50 or greater.

For each disability and educational environment category analyzed, Montana developed trend data. Montana's trend data for each of the disability categories analyzed are presented in Figures 1 through 7. Trend data for the educational environment categories are presented in Figures 8 through 11.

The OPI examines data at both the state and LEA level regarding disproportionate identification of students. This analysis is conducted using risk ratios calculated using the model provided by Westat. At the LEA level, weighted risk ratios are used. Montana defines significant disproportionality as a risk ratio of 1.50 or higher.

Findings: (Table 1)

The identification of children as children with disabilities:

State level data show that the risk ratios for all Race/Ethnicity categories were below 1.50. A multi-year analysis of data indicates a continued trend toward a risk ratio of 1.00 for all Race/Ethnicities in Montana. An analysis of district-level disproportionality data was conducted using weighted risk ratios. During the 2003-2004 school year, Montana had 450 operating school districts. The number of districts with weighted

risk ratios above 1.50 were: American Indian/Alaska Native 56 (12.4%), Asian/Pacific Islander 4 (.88%), Black (non Hispanic) 6 (1.3%), Hispanic 12 (2.7%), and White (non Hispanic) 42 (9.3%). Ten (10) districts had weighted risk ratios above 1.50 for two (2) race/ethnicity categories. The OPI continues to provide technical assistance to schools regarding appropriate evaluation and identification practices. Through the activities of the CSPD and SIG the OPI provides ongoing professional development and support for LEAs in designing and implementing sound intervention strategies to address academic and behavioral issues for all students in the least restrictive environment possible.

The identification of children as children with a particular disability:

American Indian/Alaska Native:

The data indicated significant over-representation of American Indian/Alaska Native students in the Cognitive Delay (risk ratio 1.52), Learning Disability (risk ratio 1.70), and Traumatic Brain Injury (risk ratio 1.67) categories. Trend data indicate a slight downward trend in the risk ratios for American Indian/Alaska Native students in the Cognitive Delay and Learning Disability categories. The risk ratio for the Traumatic Brain Injury category has fluctuated from year to year based upon changes in the total child count for American Indian/Alaska Native students.

Black (Not Hispanic):

The data indicated significant over-representation for Black (not Hispanic) students in the Emotional Disturbance (risk ratio 2.48) and Other Health Impaired (risk ratio 2.15) categories. These data are based upon small numbers of students. At the state level there were 18 students identified as a student with an Emotional Disturbance and 23 students identified as a student with Other Health Impairments. Because of this, the trend data show large fluctuations in the risk ratios for these categories based upon small changes in the Child Count. The OPI continues to view these data as an area of concern and will continue to provide ongoing professional development and support to LEAs regarding the evaluation and identification of students.

White (Not Hispanic):

The data indicated over-representation of White (not Hispanic) students in the Autism category (risk ratio 1.70). In Montana the autism category includes children identified with other autism spectrum disorders. Most students in this category are identified as eligible under Part B subsequent to a medical diagnosis of autism or a related disorder. As is the case with the nation as a whole, Montana has seen rapid growth in the number of students identified with autism.

The placement of children in a particular educational environment:

The risk ratios for all Race/Ethnicities fell below 1.50. Montana has a strong CSPD system that facilitates the professional development of all LEA staff. Through this system the OPI continues to provide training and support to regular and special educators to facilitate the participation of all students in the general education environment to the maximum extent appropriate.

Table 1. State-Level Disproportionality Data for the 2003-2004 School Year

Risk Ratios for All Children with Disabilities, Ages 6 through 21					
Disability Category	White (not Hispanic)	American Indian / Alaska Native	Hispanic	Black (not Hispanic)	Asian / Pacific Islander
All Disabilities	0.75	1.40	1.07	1.39	0.71
Risk Ratios for Required Disability Categories					
Disability Category	White (not Hispanic)	American Indian / Alaska Native	Hispanic	Black (not Hispanic)	Asian / Pacific Islander
Cognitive Delay	0.67	1.52	1.29	1.48	1.11
Learning Disability	0.65	1.70	1.10	1.22	0.50
Emotional Disturbance	0.80	1.25	1.00	2.48	**
Speech/Lang Imp	0.92	1.07	1.15	1.19	0.96
Other Health Imp	1.09	0.89	0.71	2.15	0.77
Autism	1.70	0.45	**	**	**
Risk Ratios for Other Disability Categories					
Disability Category	White (not Hispanic)	American Indian / Alaska Native	Hispanic	Black (not Hispanic)	Asian / Pacific Islander
Deaf-Blindness	**	**	**	**	**
Hearing Impairment	1.19	0.74	**	**	**
Multiple Disabilities	1.01	0.94	**	**	**
Orthopedic Impairment	0.91	**	**	**	**
Traumatic Brain Injury	0.70	1.67	**	**	**
Visual Impairment	0.76	**	**	**	**
Risk Ratios in Educational Environment Categories					
Setting of Service	White (not Hispanic)	American Indian / Alaska Native	Hispanic	Black (not Hispanic)	Asian / Pacific Islander
Outside Regular Class <21%	1.15	0.88	0.83	0.90	1.02
Outside Regular Class 21-60%	0.87	1.15	1.18	0.96	0.90
Outside Regular Class >60%	0.83	1.14	1.29	1.35	1.25
Combined Separate Facilities	0.74	1.28	1.28	**	**

** Data represent a group of less than ten (10) students

Figure 1. All Disabilities Trend Data by Race/Ethnicity

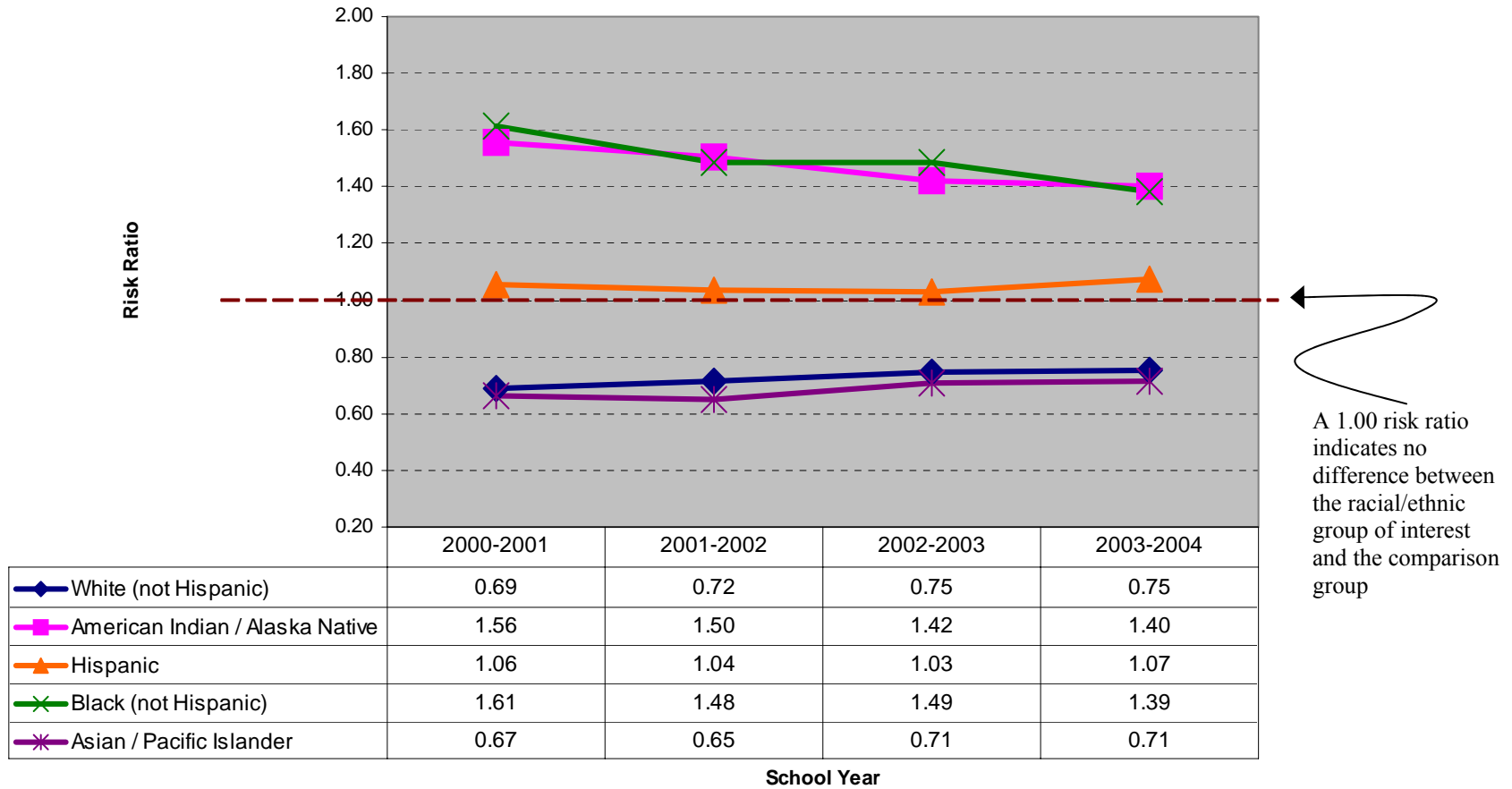


Figure 2. Cognitive Delay Trend Data by Race/Ethnicity

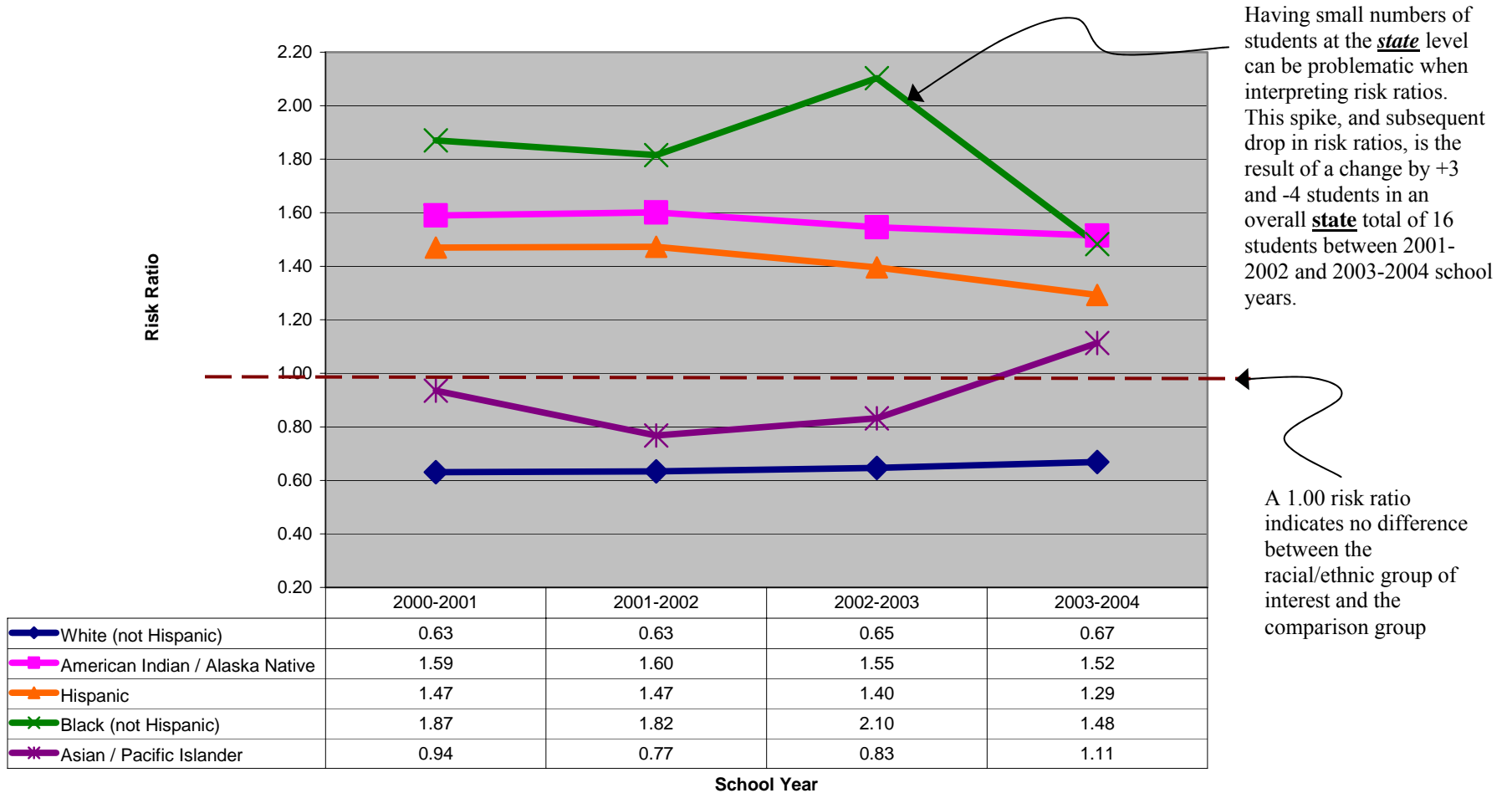


Figure 2.1. Percent Distribution of Cognitive Delay by Race/Ethnicity

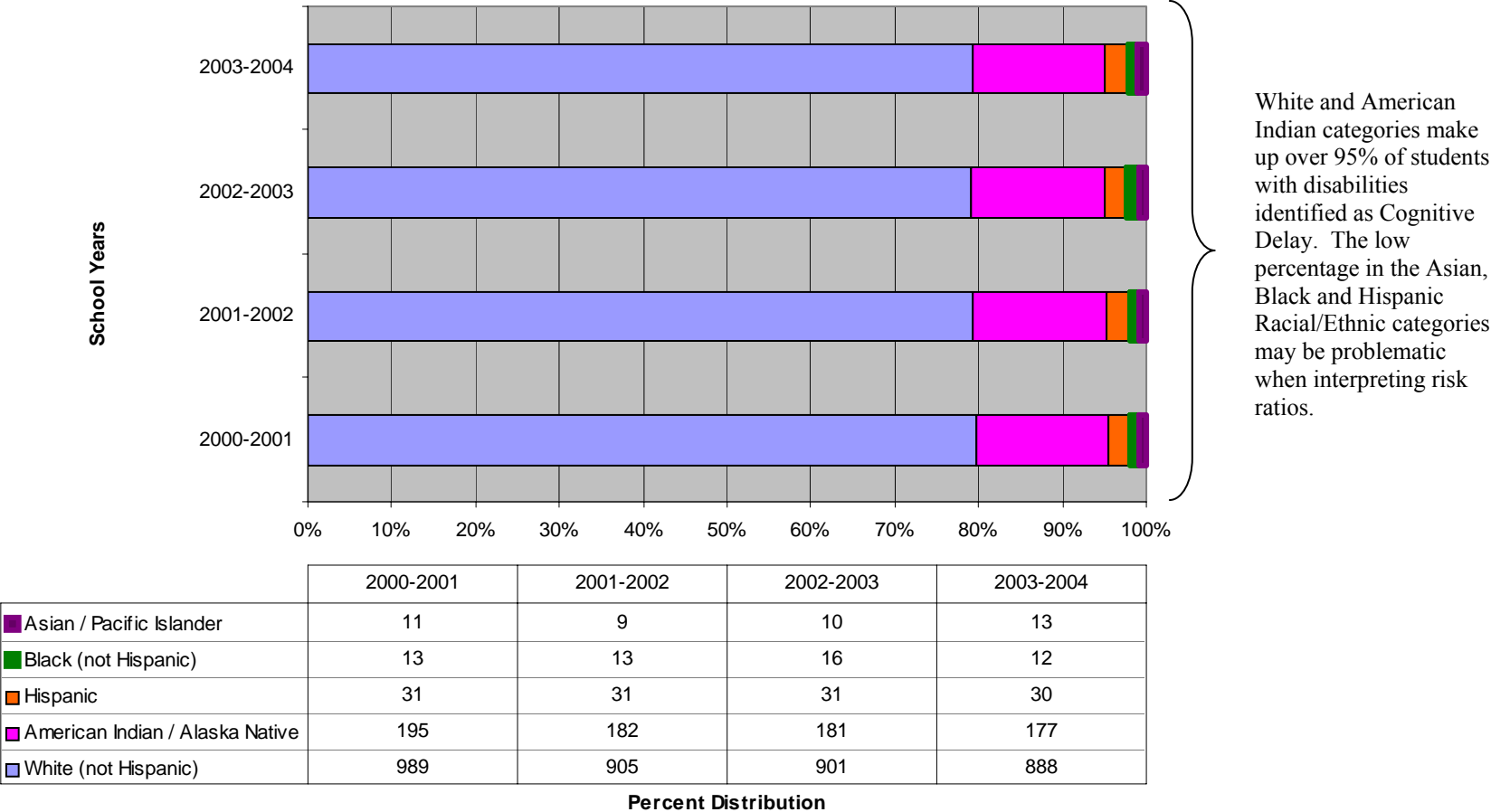


Figure 3. Learning Disability Trend Data by Race/Ethnicity

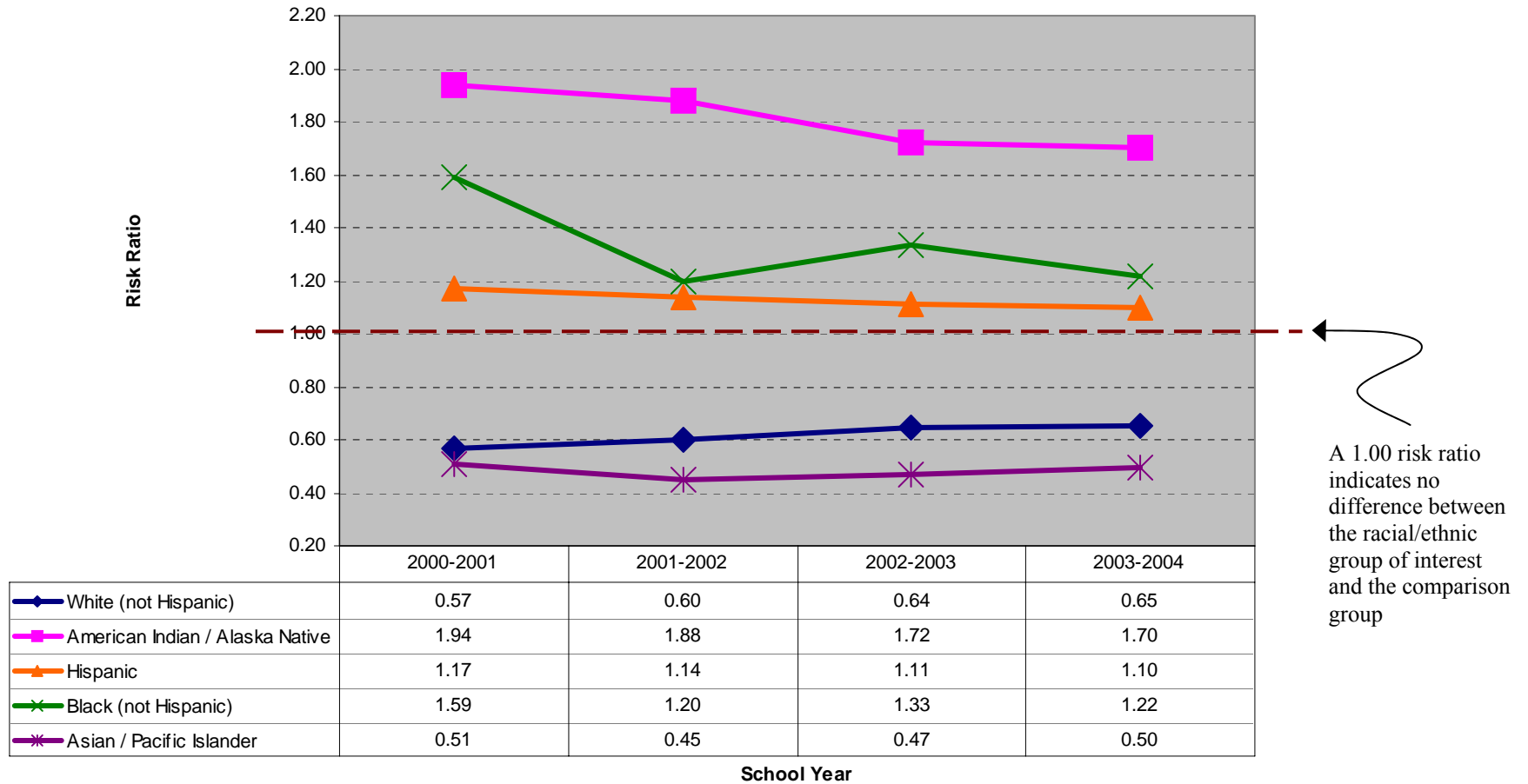


Figure 3.1. Percent Distribution of Learning Disability by Race/Ethnicity

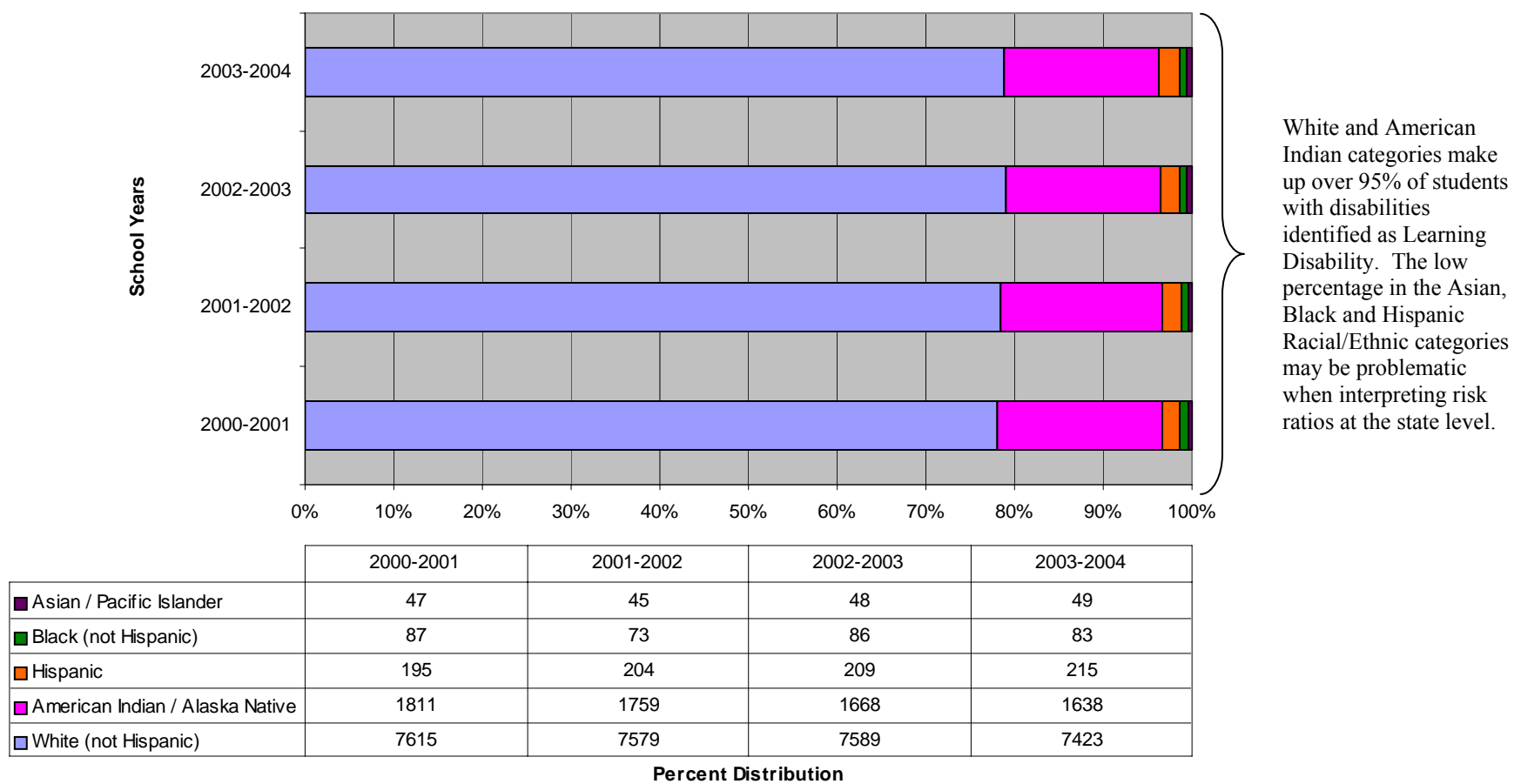


Figure 4. Emotional Disturbance Trend Data by Race/Ethnicity

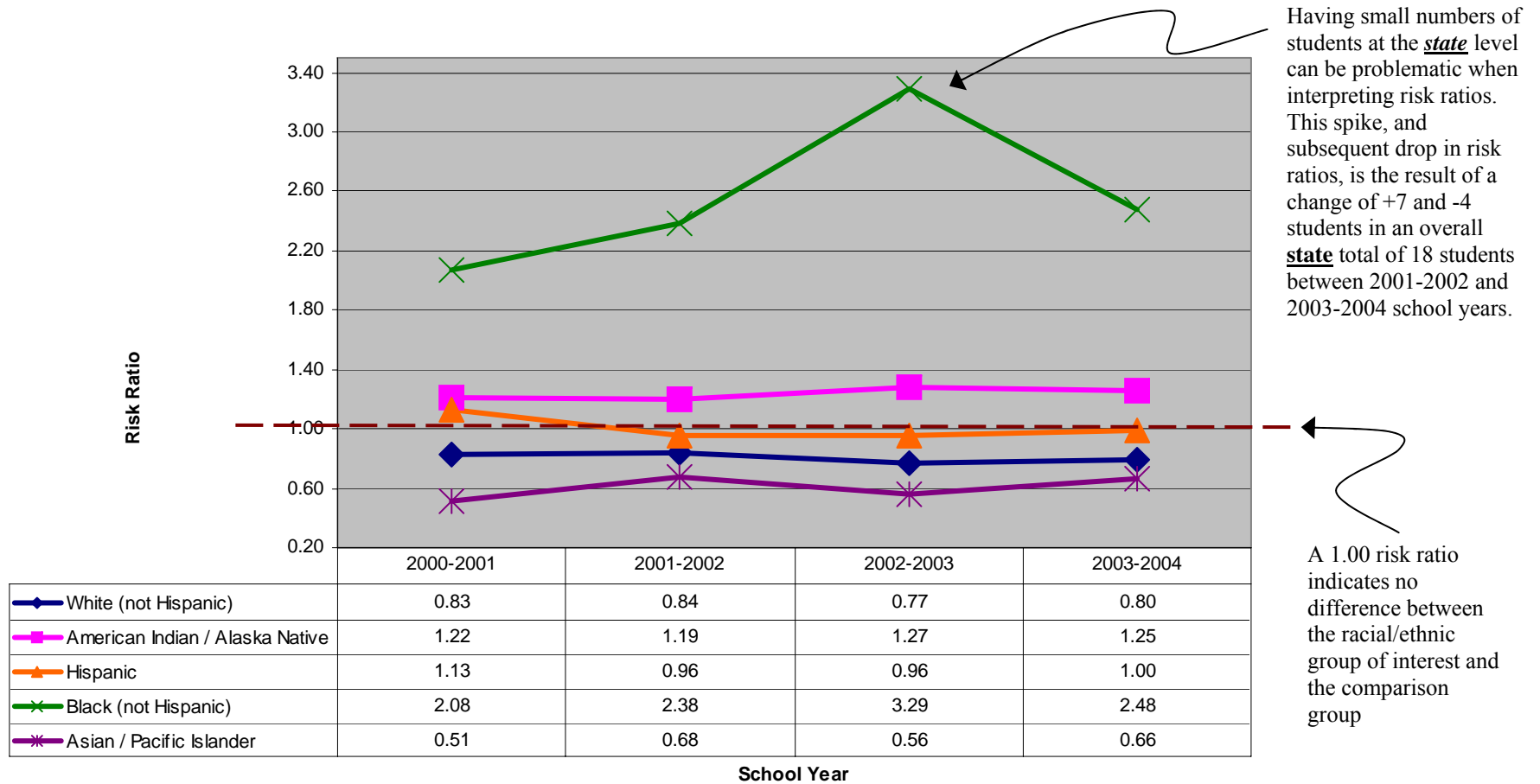
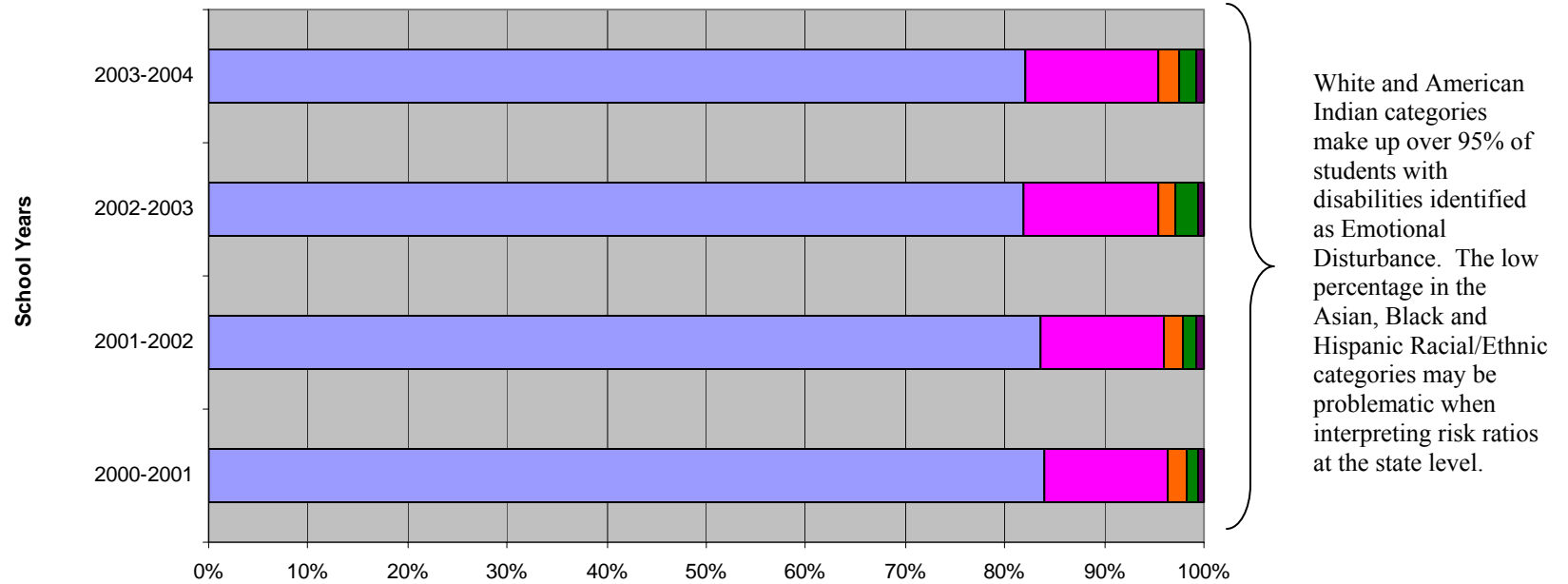


Figure 4.1. Percent Distribution of Emotional Disturbance by Race/Ethnicity



	2000-2001	2001-2002	2002-2003	2003-2004
Asian / Pacific Islander	5	7	6	7
Black (not Hispanic)	12	15	22	18
Hispanic	20	18	19	21
American Indian / Alaska Native	129	125	136	136
White (not Hispanic)	866	842	826	830

Percent Distribution

Figure 5. Speech/Language Impairments Trend Data by Race/Ethnicity

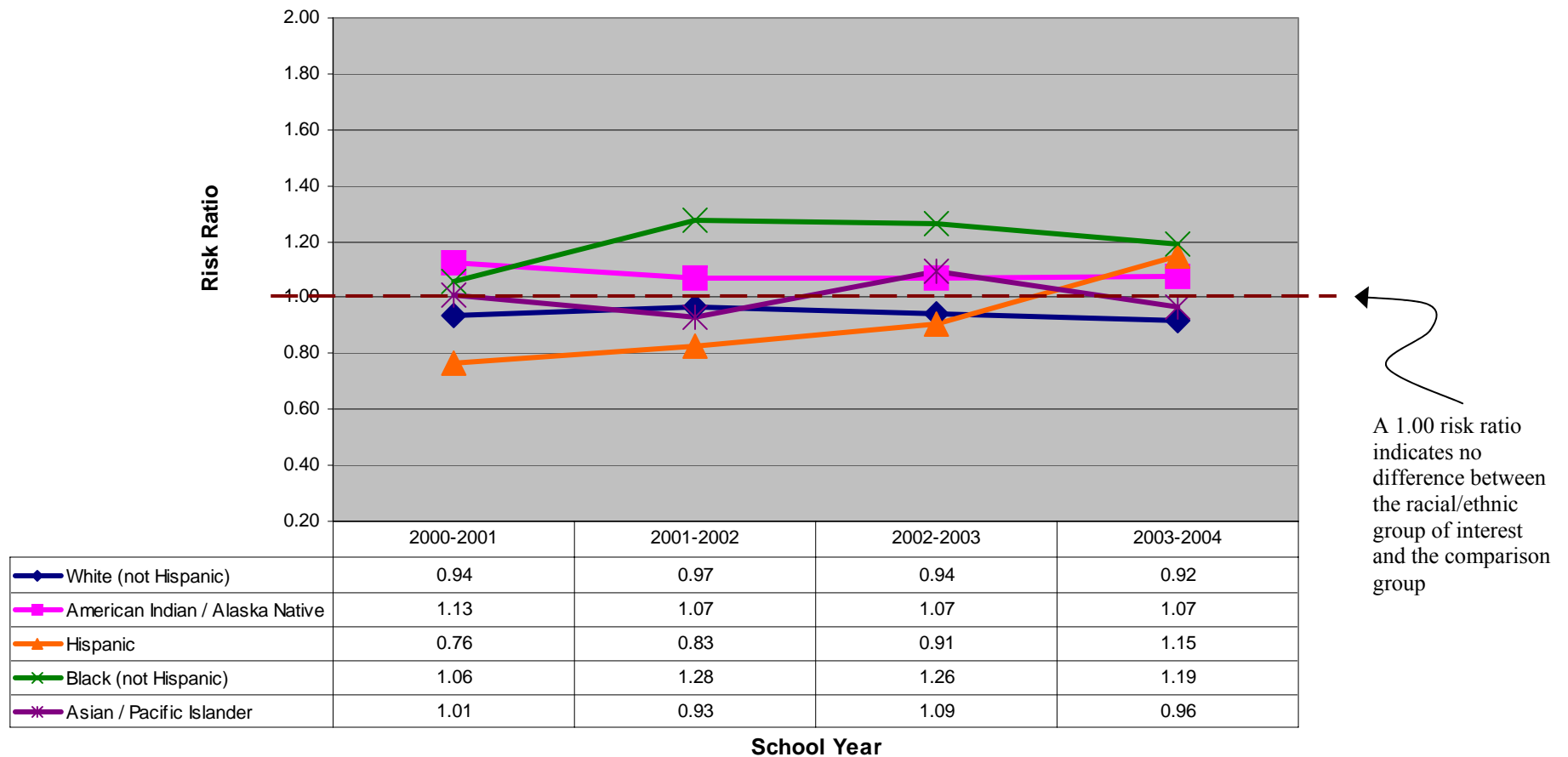
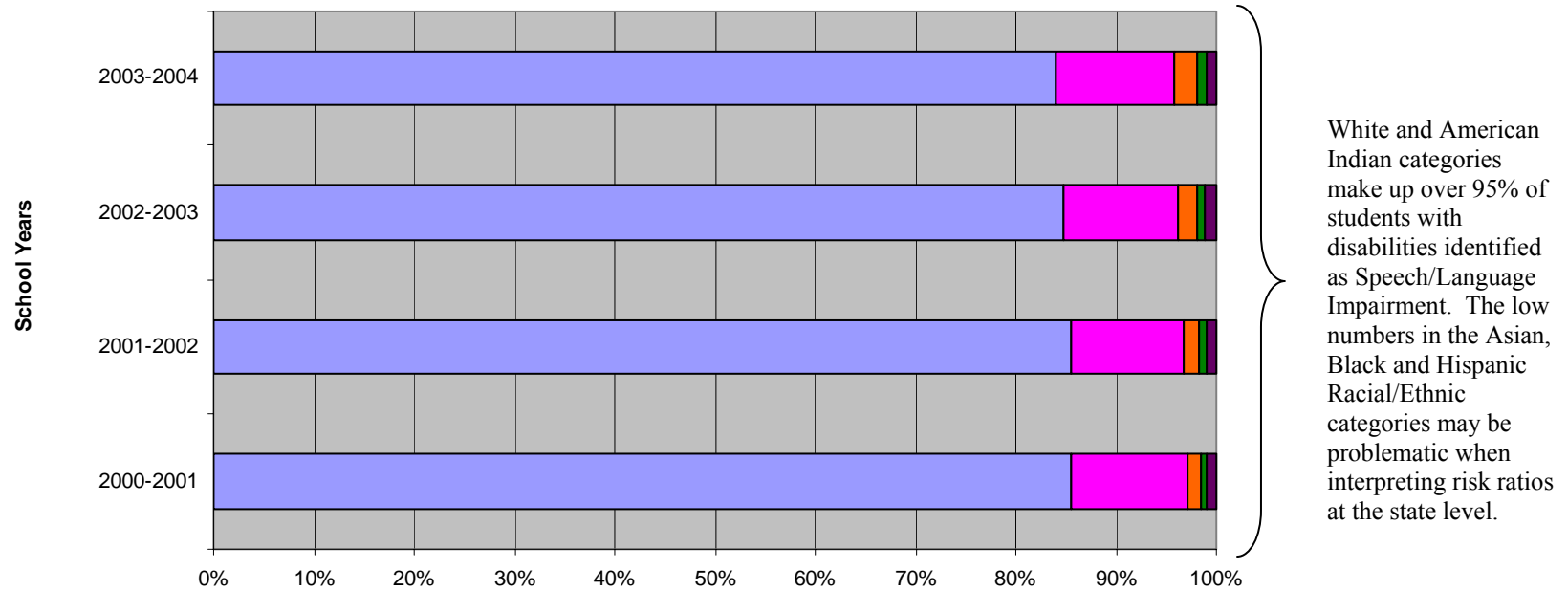


Figure 5.1. Percent Distribution of Speech/Language Impairments by Race/Ethnicity



	2000-2001	2001-2002	2002-2003	2003-2004
Asian / Pacific Islander	32	32	38	35
Black (not Hispanic)	20	27	28	30
Hispanic	44	52	59	83
American Indian / Alaska Native	391	378	381	408
White (not Hispanic)	2861	2869	2794	2917

Percent Distribution

Figure 6. Other Health Impairments Trend Data by Race/Ethnicity

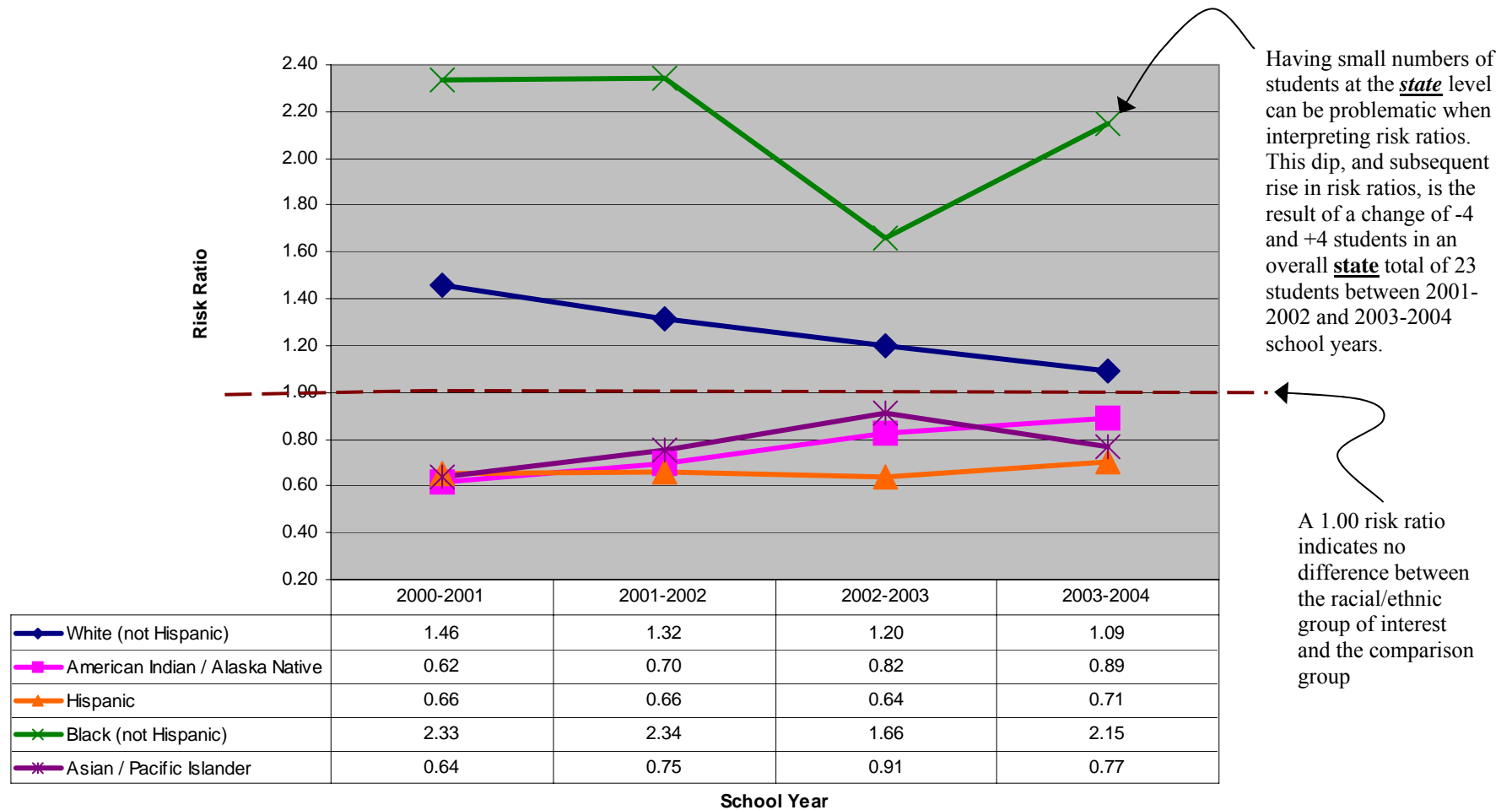
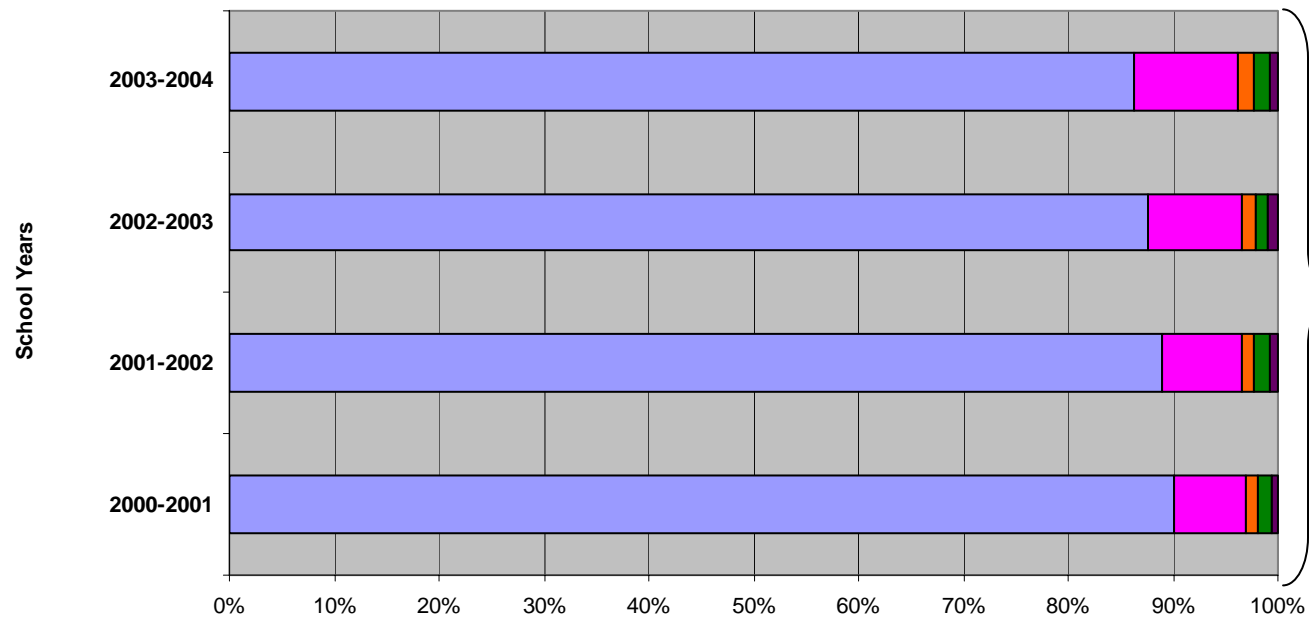


Figure 6.1. Percent Distribution of Other Health Impairments by Race/Ethnicity



White and American Indian categories make up over 95% of students with disabilities identified as Other Health Impairments. The low numbers in the Asian, Black and Hispanic Racial/Ethnic categories may be problematic when interpreting risk ratios at the state level.

	2000-2001	2001-2002	2002-2003	2003-2004
Asian / Pacific Islander	7	10	13	12
Black (not Hispanic)	15	19	15	23
Hispanic	13	16	17	22
American Indian / Alaska Native	78	99	123	148
White (not Hispanic)	1036	1152	1179	1283

Percent Distribution

Figure 7. Autism Trend Data by Race/Ethnicity

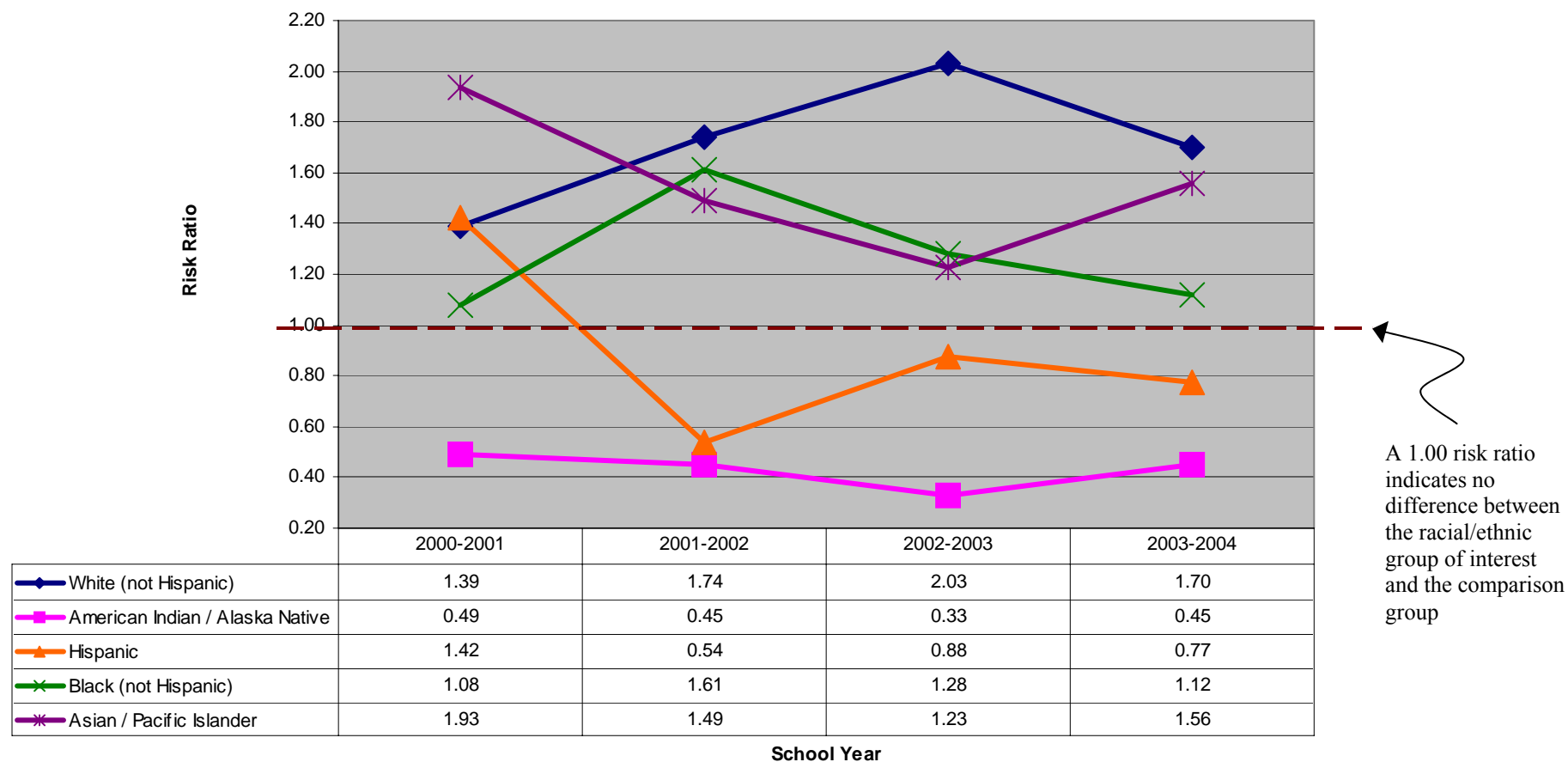
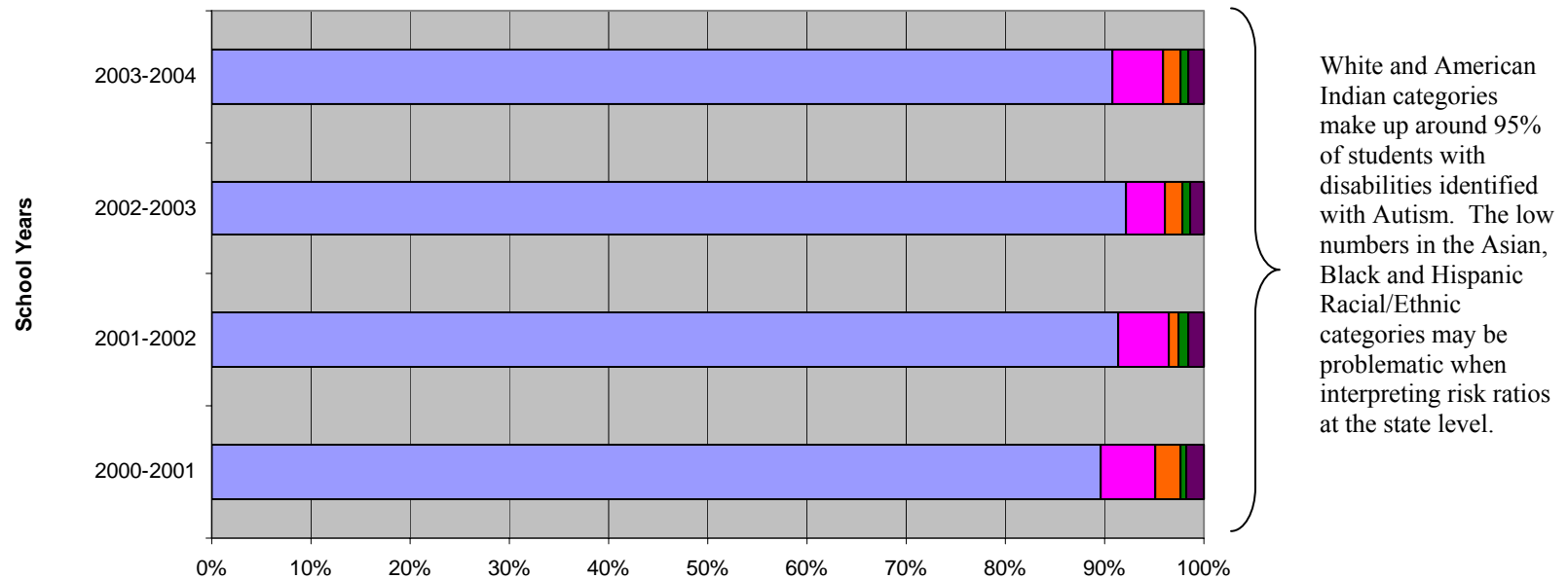


Figure 7.1. Percent Distribution of Autism by Race/Ethnicity



	2000-2001	2001-2002	2002-2003	2003-2004
Asian / Pacific Islander	3	3	3	4
Black (not Hispanic)	1	2	2	2
Hispanic	4	2	4	4
American Indian / Alaska Native	9	10	9	13
White (not Hispanic)	148	180	214	224

Percent Distribution

Figure 8. <21% Outside the Regular Classroom Trend Data by Race/Ethnicity

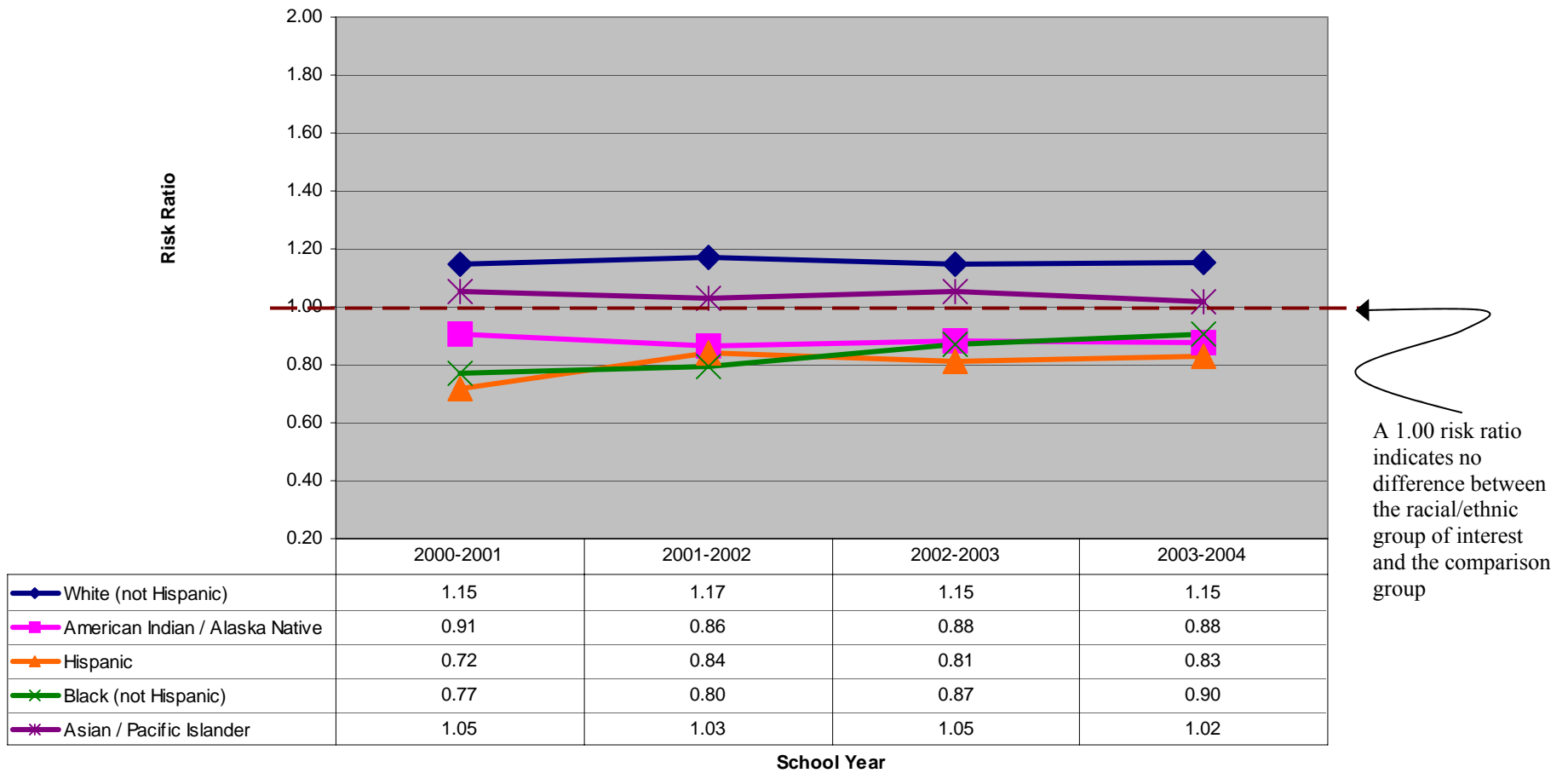


Figure 9. 21%-60% Outside the Regular Classroom by Race/Ethnicity

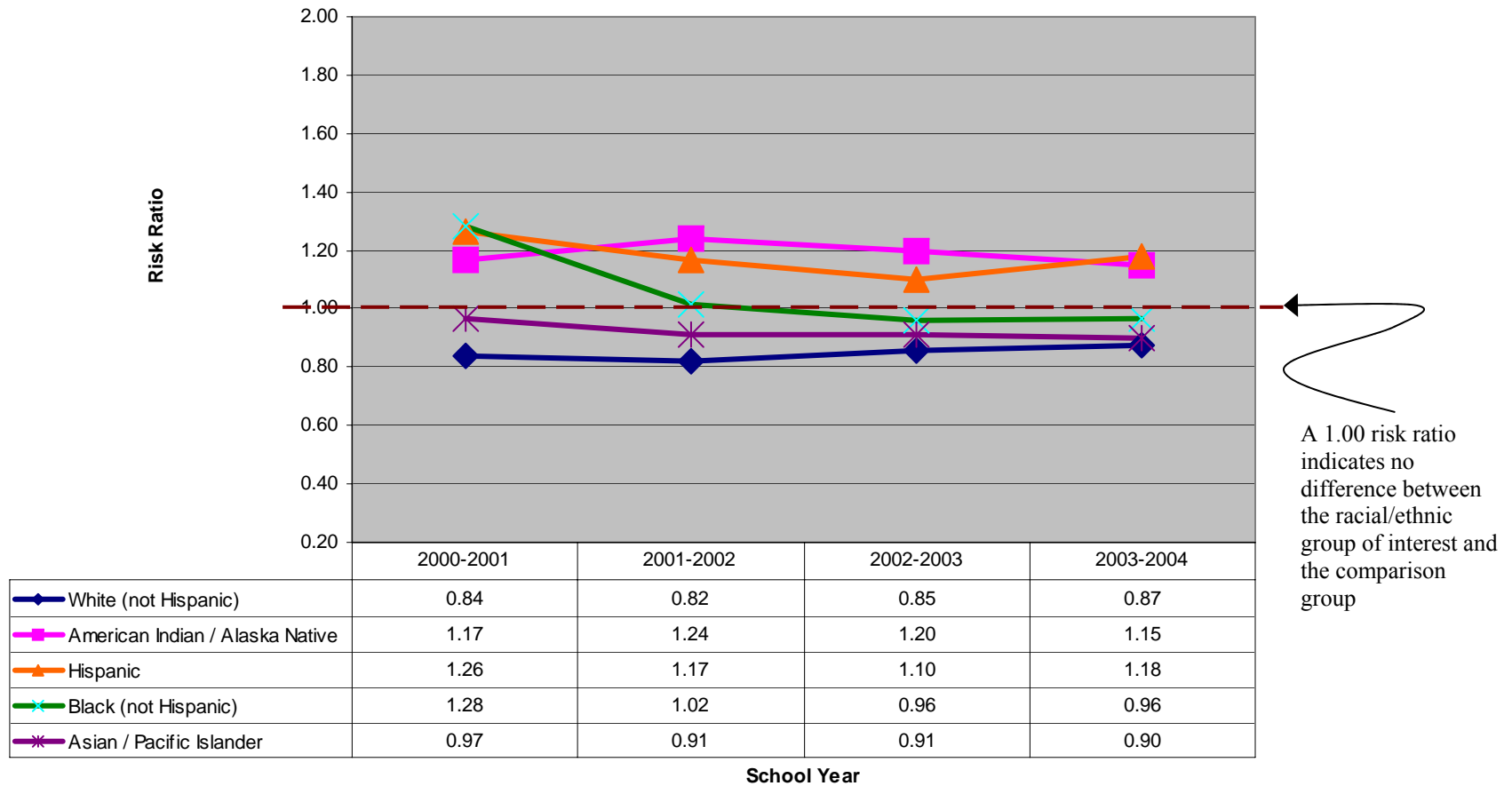


Figure 10. >60% Outside the Regular Classroom by Race/Ethnicity

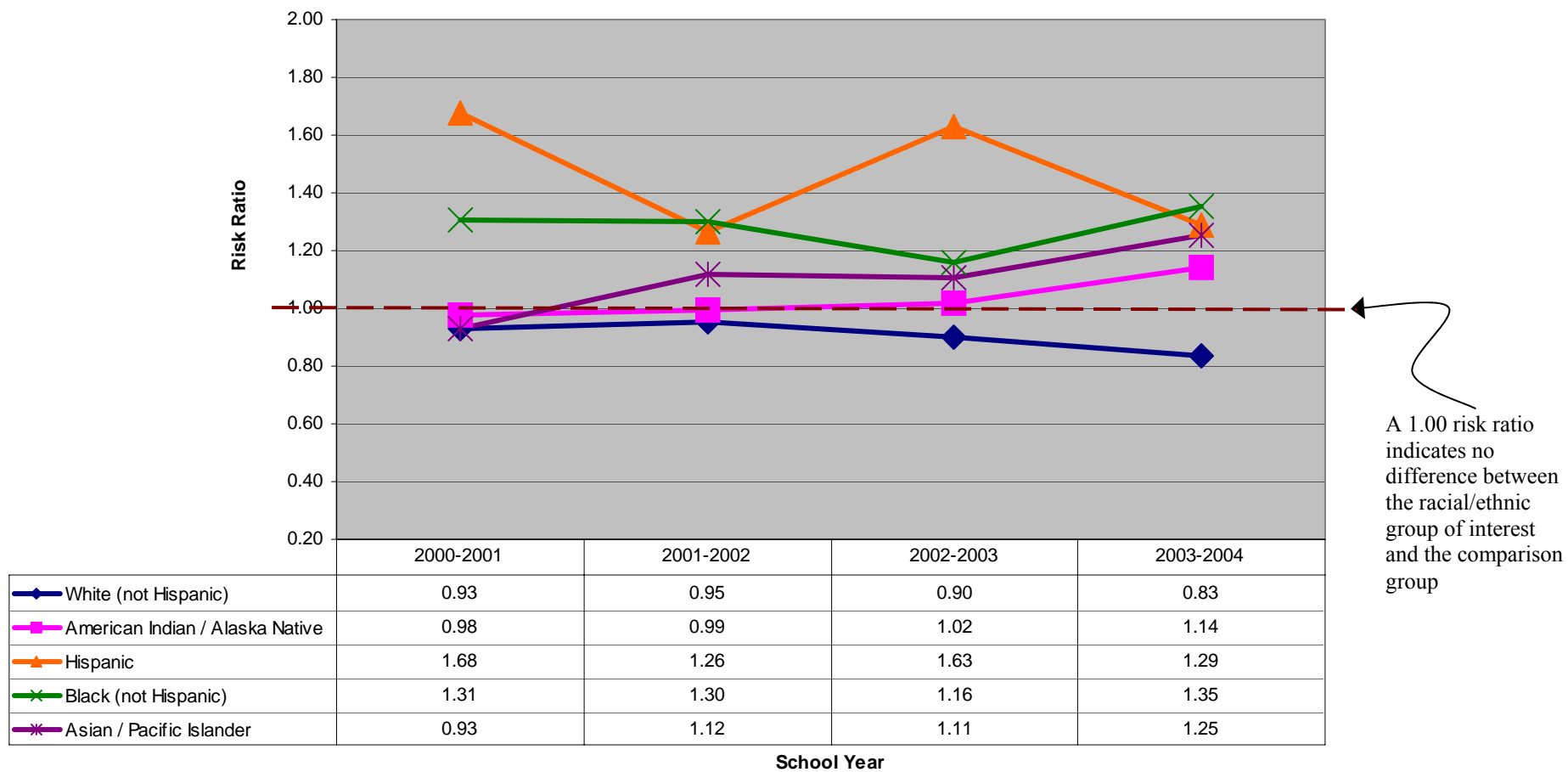
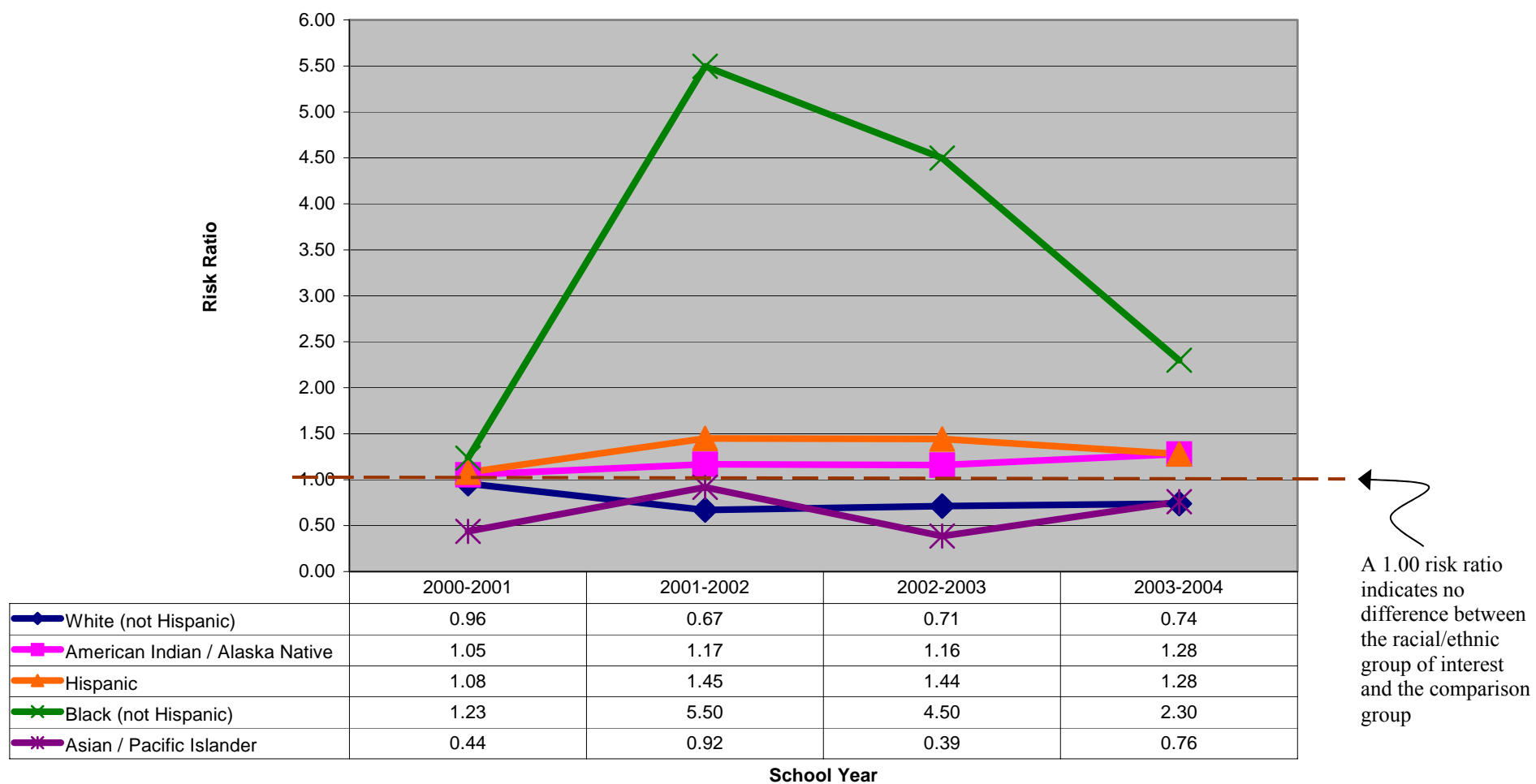


Figure 11. Combined Separate Facilities Trend Data by Race/Ethnicity



Explanation of Progress or Slippage:

The OPI has in place policies and Administrative Rules that are aligned with the requirements of Part B of the IDEA. The LEA evaluation, identification and placement policies on file with the OPI, and contained in the LEAs' program narrative were reviewed and determined to be race/ethnic neutral. All LEAs are required to implement and document general education's interventions to help ensure that referrals made to special education are based on instructional need and not based on factors of race/ethnicity. The OPI ensures LEA compliance with these requirements through its General Supervision activities. These include review of LEAs' policies and procedures to ensure compliance with IDEA and state laws and rules; Compliance Monitoring of all LEAs, state operated programs, and residential facilities on a cyclical basis; and Focused Intervention activities.

An analysis of data from due process, mediation, complaints, CIMP, the EAP and Compliance monitoring showed that there were no instances of an LEA being cited for discrimination due to race/ethnicity. Under Montana's Focused Intervention process, LEA-level data are examined in the areas of disproportionate identification, graduation rates, dropout rates, and educational environments. The LEAs are ranked on each of the indicators and overall in the process of determining where the OPI should focus its efforts. The LEAs which are selected for intervention through this process are required, in conjunction with OPI staff, to examine the LEA policies and practices related to the area of concern to ensure that those policies and practices are being implemented consistent with the requirements of IDEA and Montana state law, and are race/ethnic neutral.

The OPI makes available all of its resources to assist the LEAs in addressing any identified concerns. The Focused Intervention process was initiated during 2003-2004. During 2003-2004 the OPI compiled the data for each of the indicators and began the process of educating LEA staff regarding the importance of valid data, significance of the data and how LEAs would be identified for intervention. Issues related to data validity and analyses were identified and the OPI has refined data reporting procedures to correct the identified issues. The OPI implemented Phase I of the Focused Intervention process by determining the appropriate key indicators to be used, analyzing district-level data, refining selection procedures, and providing technical assistance to LEA staff regarding the new process. The technical assistance informed the LEAs of the procedures used for selecting districts for Focused Intervention and provided them with an overview of the data to be used. The LEAs were encouraged to conduct an internal review of district-level policies and practices to ensure conformity with the requirements of IDEA and state regulations. The OPI also conducts compliance monitoring reviews of all LEAs on a five-year cycle. State operated programs and residential facilities are subject to review on a three-year cycle. Through this process the OPI ensures that the LEAs are implementing practices which are race/ethnic neutral and consistently aligned with the requirements of IDEA Part B.

The OPI also received a General Supervision Enhancement Grant which provided funding to initiate the development of a statewide student data management system that will improve the quality of the data used by the OPI.

Summary

The OPI successfully completed Phase I of its Focused Intervention system by developing a database process which provides for identification of significant disproportionality in LEAs. Those LEAs selected by the OPI because of significant discrepancies will participate with the OPI in Focused Intervention activities.

Analysis of findings from due process, EAP, complaints, mediations and procedural compliance monitoring did not show any instances of child find practices or placements of students with disabilities that were based on race/ethnicity.

Projected Targets	Future Activities	Timelines	Resources
LEAs selected by the OPI for Focused Intervention, because of data indicating significant disproportionality, will participate with the OPI in Focused Intervention activities	<p>The OPI will implement Phase II of its Focused Intervention procedures with those LEAs selected through an initial analysis of statewide data</p> <p>LEAs selected by the OPI for review because of significant disproportionality will conduct a review of their data, policies, procedures and practices in collaboration w/ OPI</p>	2004-2005 Ongoing	OPI Staff LEA staff OPI Database
All LEAs found to have child find or placement policies which are not race/ethnic neutral will revise their practices and provide personnel training to ensure implementation of the revised practices	<p>The OPI will continue to conduct compliance reviews and implement Focused Intervention procedures to identify LEAs with significant disproportionality</p> <p>LEAs found to have non race/ethnic practices will be required to take corrective actions in accord with specified timelines</p>	2004-2005 Ongoing	<p>OPI staff Database Review</p> <p>OPI Staff LEAs</p>
Training will be provided to LEAs on how to review district-level data and to conduct a review of district policies/practices that can have an impact on disproportionate representation in special education eligibility and placement procedures	Training and TA will be available to all LEAs on issues/practices/data review relevant to disproportionality	2005—Ongoing	MPRRC CSPD OPI Staff

BF.II Are high school graduation rates, and dropout rates, for children with disabilities comparable to graduation rates and dropout rates for nondisabled children?

State Goal: All children with disabilities will receive free appropriate public education (FAPE) in the least restrictive environment that promotes high-quality education and prepares them for employment and independent living (as evidenced by measurable, continuous progress in academic skills, continuous successful participation in school, resulting in increased graduation and decreased dropout rates, inclusion in statewide assessment systems, and ability to make successful school-to-adult transitions).

Performance Indicator(s):

- Decreased dropout rates of students with disabilities*
- Increased graduation rates of students with disabilities*

Targets for 2003-2004 School Year:

- Provide targeted assistance to selected LEAs for the purpose of decreasing student dropout rates and increasing graduation rates.
- Identify and implement changes to the OPI's data systems to increase the availability, reliability, and validity of data used to assess student outcomes.

Presentation of Baseline/Trend Data

Montana has reviewed graduation and dropout data to compare dropout and graduation rates for students with disabilities and students without disabilities to determine if graduation and dropout rates are changing for students with disabilities and, if so, what factors are influencing the change in graduation and dropout rates. The purpose of the review is to promote improvement in these rates over time through the use of year-to-year targets.

As per APR instructions, Montana is presenting graduation rate data in an attached table (see Table 2) that provides data for two school years, 2002-2003 and 2003-2004. The table shows separate graduation rate data for students with disabilities and students without disabilities. Also, we have reviewed and are presenting graduation rate data by race/ethnicity categories in an attached table (see Table 2.1) for both students with disabilities and students without disabilities. Additionally, as part of the analysis of graduate data, Montana developed trend data as presented in Figures 12 through 14.

GRADUATION DATA

Graduate Data Collection Process and Definitions

Currently, Montana does not have a single student record database system and, therefore, the collection of graduate data for students with disabilities and students without disabilities are two separate data collection processes conducted at different times. Further, Montana applies two separate formulas to calculate completion and graduation rates. The following describes the data collection process for both General Education graduate data as well as Special Education graduate data, definitions applied to determine graduates, and formulas for calculating completion and graduation rates.

General Education Graduates

Traditionally, on October 1 each year, schools report graduate data for all high schools by gender and race/ethnicity categories for the previous school year. For the purposes of this data collection process, graduates are defined as follows:

Graduates are a count of individuals who:

1. completed the high school graduation requirements of a school district, including early graduates, during the previous school year, *or*
2. completed the high school graduation requirements of a school district at the end of summer prior to the current school year.

General Education Development Test (GED) recipients **are not** counted as graduates.

Special Education Graduates

Traditionally, schools report graduate data for students with disabilities, ages 14-21, as part of a larger data collection process conducted on June 30 each year. The Special Education Exiting data collection is for students with disabilities exiting special education during the previous 12-month period. For purposes of this data collection process, graduates are defined as follows:

Graduates are the count of students with disabilities who:

1. have exited the educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities.

General Education Development Test (GED) recipients **are not** counted as graduates.

Completion Rates for General Education

Montana has adopted the National Center for Education Statistics (NCES) formula as a practical way to calculate a completion rate for general education. This estimated cohort method utilizes both dropout and graduate data and can be calculated for all accredited schools using data from four consecutive years.

Completion Rate Formula

$$\text{Completion Rate} = g_t / (g_t + d^{12}_t + d^{11}_{(t-1)} + d^{10}_{(t-2)} + d^9_{(t-3)})$$

Where:

g = number of graduates receiving a standard high school diploma

t = year of graduation

d = dropouts

12, 11, 10, 9 = class level

Example:

The 2002-2003 Completion Rate for Montana High Schools = 10,657 Graduates for Class of 2003 divided by (1,920 students dropped out over four years plus 10,657 Graduates for the Class of 2003 for a total of 12,577) multiplied by 100 = 84.7%.

Graduation Rates for Special Education

As Montana reports graduate data for students with disabilities by age, the Office of Public Instruction (OPI) did not start collecting exiting data by grade until the 2001-2002 school year. Since the completion rate formula requires four years of dropout data, Montana will not be able to apply the same calculation formula as is used for students without disabilities until the 2004-2005 school year data is collected. Therefore, the graduation rate for students with disabilities is calculated using the following formula:

Graduation Rate Formula

Graduate count for students with disabilities divided by count of students with disabilities in grade 12.

Students with disabilities, grade 12, as reported on the December 1 Child Count

Students with disabilities, ages 14-21, reported as *graduating* on the June 30 Exiting Report

Table 2. Montana Graduation Rate Comparison by School Year

School Year	Dropout Count for General Education ¹	Graduate Count for General Education ¹	Completion Count for General Education ¹ (Total # of students graduating and dropping out)	Completion Rates for General Education ¹ (% of students graduating)	Students with Disabilities, Grade 12 ²	Graduate Count for Students with Disabilities ³	Graduation Rate for Students with Disabilities
2002-2003	1920	10657	12577	84.7%	966	769	79.6%
2003-2004	1964	10500	12464	84.2%	1048	811	77.4%

Note: In order to have consistent data sets to develop trend data, the data presented in this table has been “frozen” as of 3/1/2005 and will not reflect any changes or revisions of reported data that happen after the “frozen” date. Errors were found in the data reported in last year’s APR (2002-2003) in that the general education graduation, dropout, and school population data included nonpublic accredited schools. This error has been corrected.

¹General education dropout and graduate count is taken from the general education data collection reported annually on October 1. At this time, the dropout report includes students with disabilities and cannot be disaggregated.

²Students with disabilities, grade 12 is taken from the December 1 Child Count.

³Graduate count for students with disabilities is reported on June 30 each year as part of the Special Education Exiting data collection.

Table 2.1 Montana Graduation Rate Comparison by Race/Ethnicity Categories

	White, Non-Hispanic				American Indian/Alaskan Native				Hispanic or Latino				Black or African American				Asian or Pacific Islander			
	2002-2003		2003-2004		2002-2003		2003-2004		2002-2003		2003-2004		2002-2003		2003-2004		2002-2003		2003-2004	
	Cnt	Pct	Cnt	Pct	Cnt	Pct	Cnt	Pct	Cnt	Pct	Cnt	Pct	Cnt	Pct	Cnt	Pct	Cnt	Pct	Cnt	Pct
General Education	11100	87.1%	10888	86.6%	1088	60.7%	1210	63.0%	203	78.3%	196	82.7%	52	84.6%	49	73.5%	134	91.0%	121	92.6%
Special Education	664	80.0%	690	77.8%	90	78.3%	100	78.7%	8	72.7%	14	66.7%	2	50.0%	5	71.4%	5	83.3%	2	33.3%

Cnt = Graduate count

Pct = Calculated graduation rate

Note: In order to have consistent data sets to develop trend data, the data presented in this table has been “frozen” as of 3/1/2005 and will not reflect any changes or revisions of reported data that happen after the “frozen” date.

Analysis of Graduate Data

- Graduation rates for students with disabilities for the 2003-2004 school year continue to be slightly lower (6.8%) than the completion rate for students in the general education population (Table 2).
- Graduation rates for both students with disabilities and students without disabilities declined slightly between the 2002-2003 and 2003-2004 school year (Table 2).
- Graduation rates for American Indian/Alaska Native students in special education were significantly higher than those for American Indian/Alaska Native students in the general education population (Table 2.1).
- Graduation rates for Hispanic or Latino students in special education declined despite an increase in the actual number of graduates (Table 2.1).
- The number of students with disabilities graduating increased for all race/ethnic origin categories except Asian or Pacific Islander (Table 2.1).
- Graduation rates for Asian or Pacific Islander students decreased significantly (Table 2.1).

Figure 12. Montana Graduation Rate Comparison by Race/Ethnicity Categories

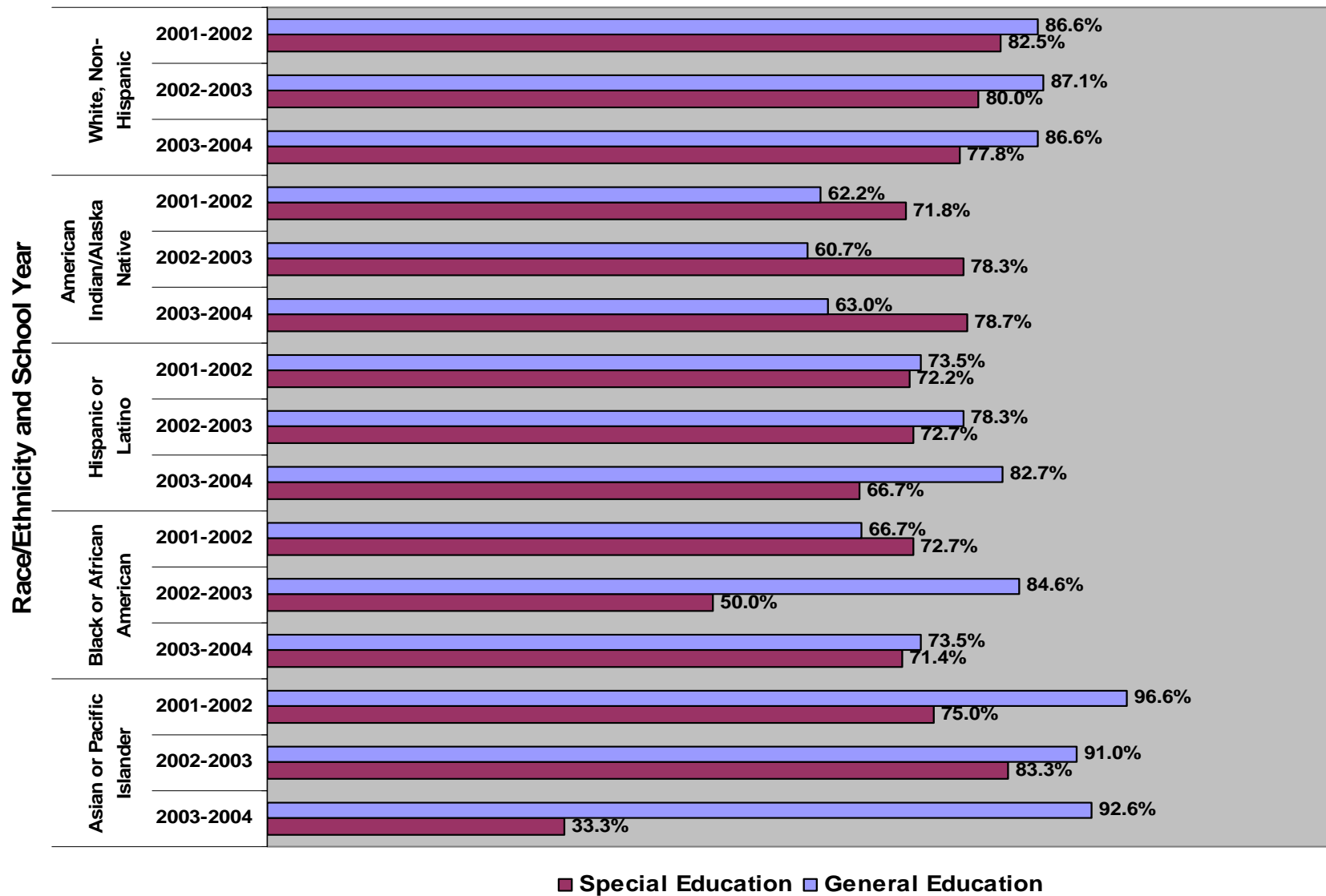


Figure 13. Graduation Trend Data by School Year

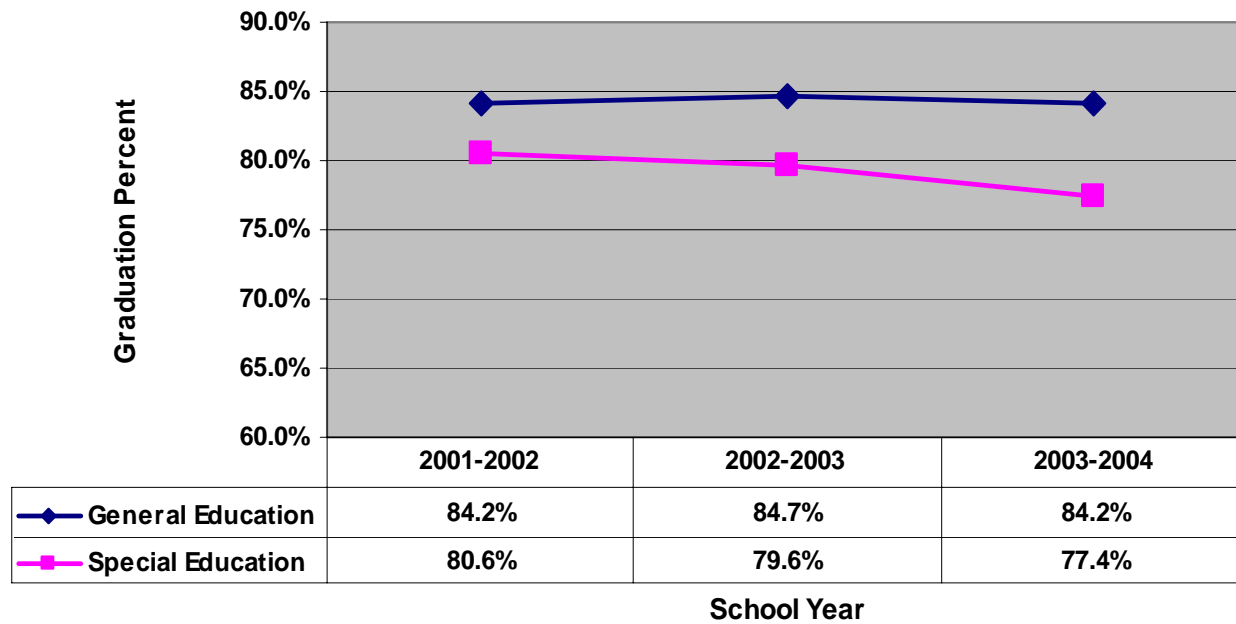
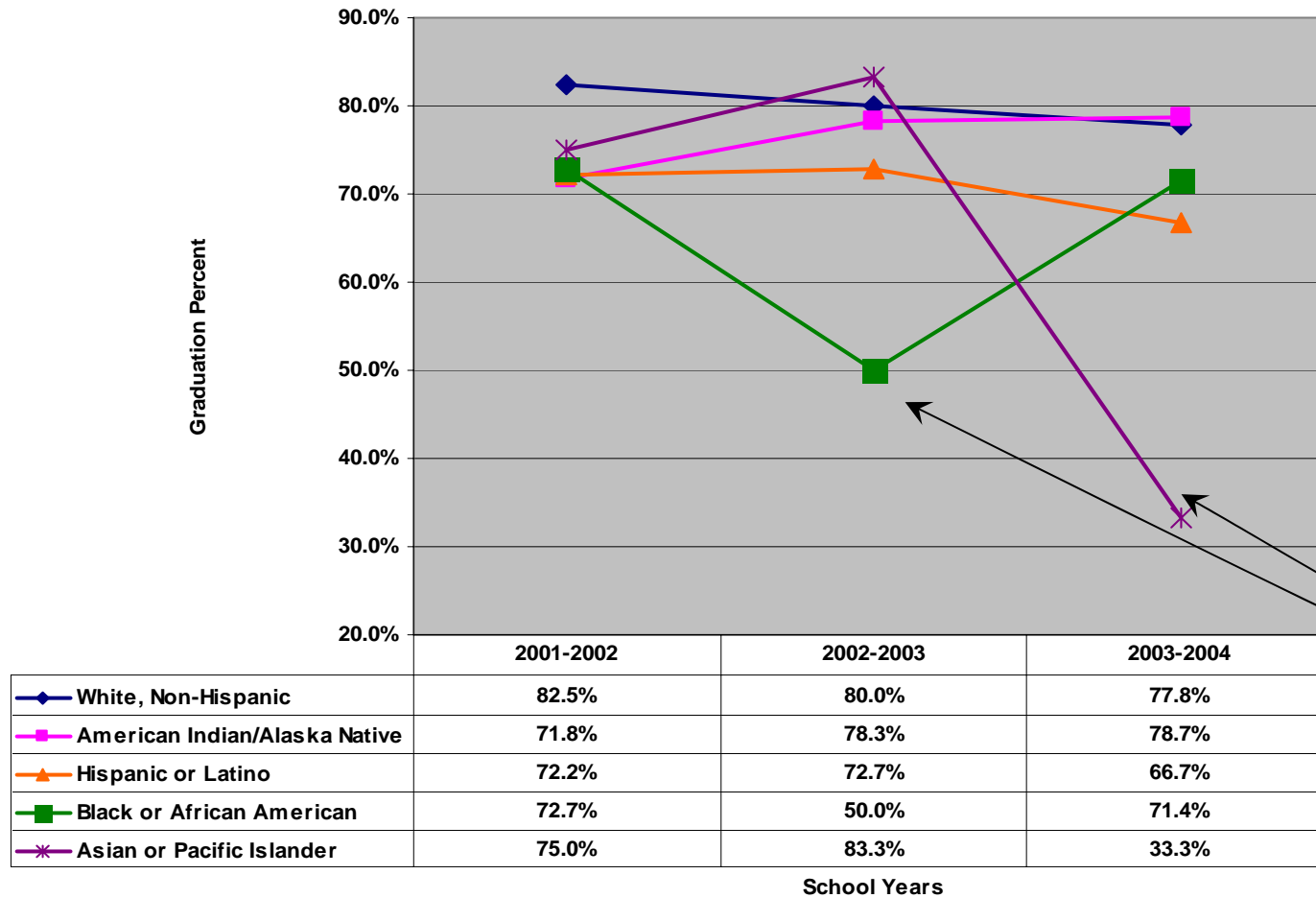


Figure 14. Graduate Trend Data for Students with Disabilities by Race/Ethnicity Categories



Having small numbers at the state level can be problematic when calculating graduation rates. This drop in graduation rates is the result of a change of -3 students in an overall state total of 5 in the *Asian or Pacific Islander* category between the 2001-2002 and 2003-2004 school years. The same holds true for the significant change in graduation rates for graduates in the *Black* race/ethnicity category.

DROPOUT DATA

Montana is presenting dropout rate data in an attached table (see Table 3) that provides data for two school years, 2002-2003 and 2003-2004. The table shows separate dropout rate data for students with disabilities and students without disabilities. Also, we have reviewed and are presenting dropout rate data by race/ethnicity categories in an attached table (see Table 3.1) for both students with disabilities and students without disabilities. Additionally, as part of the analysis of graduate data, Montana developed trend data as presented in Figures 15 through 17.

Dropout Data Collection Process and Definitions

General Education Dropouts

Montana school districts report an aggregated count (school population) of dropouts on October 1 each year. This count is part of the National Center for Education Statistics (NCES) Common Core of Data (CCD) reporting. The count includes students for both general education and special education and is not disaggregated. It is an event rate, a snapshot of the student body at the start of each school year to count dropouts for the previous school year. A student present in the school system on October 1 is not a dropout even if he or she was absent from school much of the previous school year. For purposes of reporting dropouts for this collection, the following definition is used:

For NCES data collection, a dropout is a student who:

- Was enrolled in school on the date of the previous year October enrollment count or at sometime during the previous school year and was not enrolled on the date of the current school year October count; or
- Was not enrolled at the beginning of the previous school year, but was expected to enroll and did not re-enroll during the year (“no show”) and was not enrolled on the date of the current school year October count; and
- Has not graduated from high school or completed a state- or district-approved high school educational program; and
- Has not transferred to another school, been temporarily absent due to a school-recognized illness or suspension, or died.

Two exiting categories ***included*** in the dropout definition for the NCES CCD data collection are: ***moved, not known to be continuing*** and ***reached maximum age***. For purposes of the IDEA data collection, these two categories are **not** counted as dropped out.

Special Education Dropouts

Montana’s collection of special education dropout data is a **separate** data collection from the NCES CCD data collection for school population dropouts. The special education dropout collection is part of a larger collection of exiting data as required by the U.S. Department of Education, Office of Special Education Programs. The reporting period for special education dropout data is July 1 through June 30 of the reporting year. This is a status count in which the student’s status at the end of the reporting year is used to determine whether that student is a dropout. For purposes of reporting special education dropouts for this collection, the following definition is used:

For the Exiting data collection, a dropout is a student with disabilities who:

- Was enrolled at some point in the reporting year and was not enrolled at the end of the reporting year; and
- Did not exit through any other basis described (*no longer receiving special education; graduated with diploma; reached maximum age; died; moved, known to be continuing; or moved, not known to be continuing*).

This count **includes** runaways, GED recipients, expulsions status unknown, and other exiters. It is important to note that in Montana students must be out of school (not enrolled) for at least 90 days before they take the GED test and, therefore, are reported as dropouts. It is likely that a large percentage of GED students are students with disabilities. If GED students were considered enrolled in school—as is the case for some other states—the percentage of students with disabilities reported as dropouts in Montana would probably be less.

Table 3. Dropout Rate Comparison by School Year

School Year	Total Students in General Education, Grades 7-12¹	Dropout Count for General Education, Grades 7-12²	Dropout Percent for General Education³	Total Students in Special Education, Grades 7-12⁴	Dropout Count for Special Education, Grades 7-12⁵	Dropout Percent for Special Education⁶
2002-2003	73536	1872	2.5%	8413	325	3.9%
2003-2004	72737	1737	2.4%	8512	331	3.9%

Note: In order to have consistent data sets to develop trend data, the data presented in this table has been “frozen” as of 3/1/2005 and will not reflect any future changes or revisions of reported data that happen after the “frozen” date. Errors were found in the data reported in last year’s APR (2002-2003) in that the general education graduation, dropout, and school population data included nonpublic accredited schools. This error has been corrected.

¹General Education (enrollment) reported on October 1 includes students with disabilities and can't be disaggregated.

²General Education (dropouts) reported on October 1 includes students with disabilities and can't be disaggregated.

³Dropout Rates for General Education = Dropouts divided by Total General Education (enrollment), grades 7-12.

⁴Students with Disabilities, ages 14-21, as reported on the December 1 Child Count.

⁵Students with disabilities reported as dropping out of school on the Exiting Report.

⁶Dropout Rates for Students with disabilities = Dropouts divided by Total Students with disabilities, ages 14-22+.

In some cases the dropout count numbers are relatively low causing a wide variation in the dropout rates. This variation may suggest a discrepancy where, in fact, the numbers are too small to be statistically significant.

Table 3.1. Dropout Rate Comparison by Race/Ethnicity Categories

	White, Non-Hispanic				American Indian/Alaska Native				Hispanic or Latino				Black or African American				Asian or Pacific Islander			
	2002-2003		2003-2004		2002-2003		2003-2004		2002-2003		2003-2004		2002-2003		2003-2004		2002-2003		2003-2004	
	Cnt	Pct	Cnt	Pct	Cnt	Pct	Cnt	Pct	Cnt	Pct	Cnt	Pct	Cnt	Pct	Cnt	Pct	Cnt	Pct	Cnt	Pct
General Education	1364	2.1%	1212	1.9%	439	6.0%	452	6.1%	52	4.0%	47	3.4%	9	2.3%	15	3.8%	8	1.0%	11	1.5%
Special Education	211	3.1%	215	3.1%	98	7.7%	94	7.1%	9	4.9%	13	6.4%	5	6.3%	6	7.5%	2	3.7%	3	5.6%

Cnt = Graduate count

Pct = Calculated graduation rate

Note: In order to have consistent data sets to develop trend data, the data presented in this table has been “frozen” as of 3/1/2005 and will not reflect any changes or revisions of reported data that happen after the “frozen” date.

Analysis of Dropout Data

- The dropout rate for students with disabilities remained the same as the previous year despite a slight increase in the number of students reported as having dropped out (Table 3).
- The dropout rate for students identified as White, Non-Hispanic was lower than the rate for all other Race/Ethnicities (Table 3.1).

Figure 15. Dropout Rate Trend Data by School Year

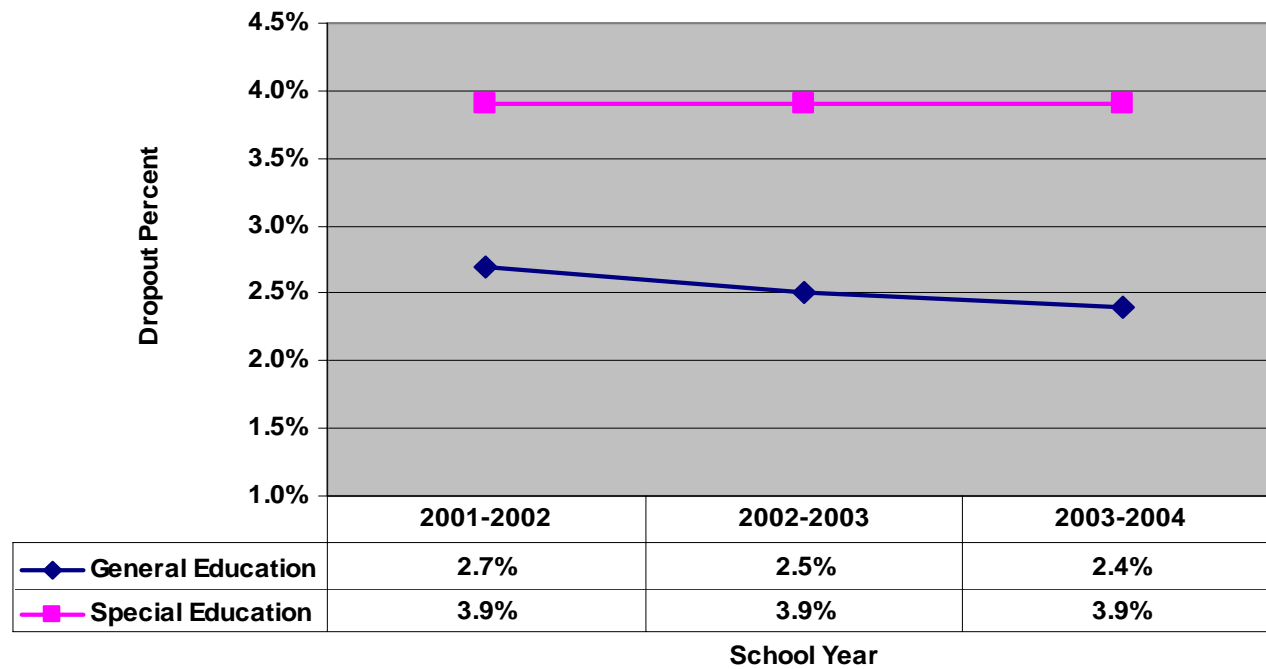


Figure 16. Dropout Rate Comparison Data by Race/Ethnicity Categories

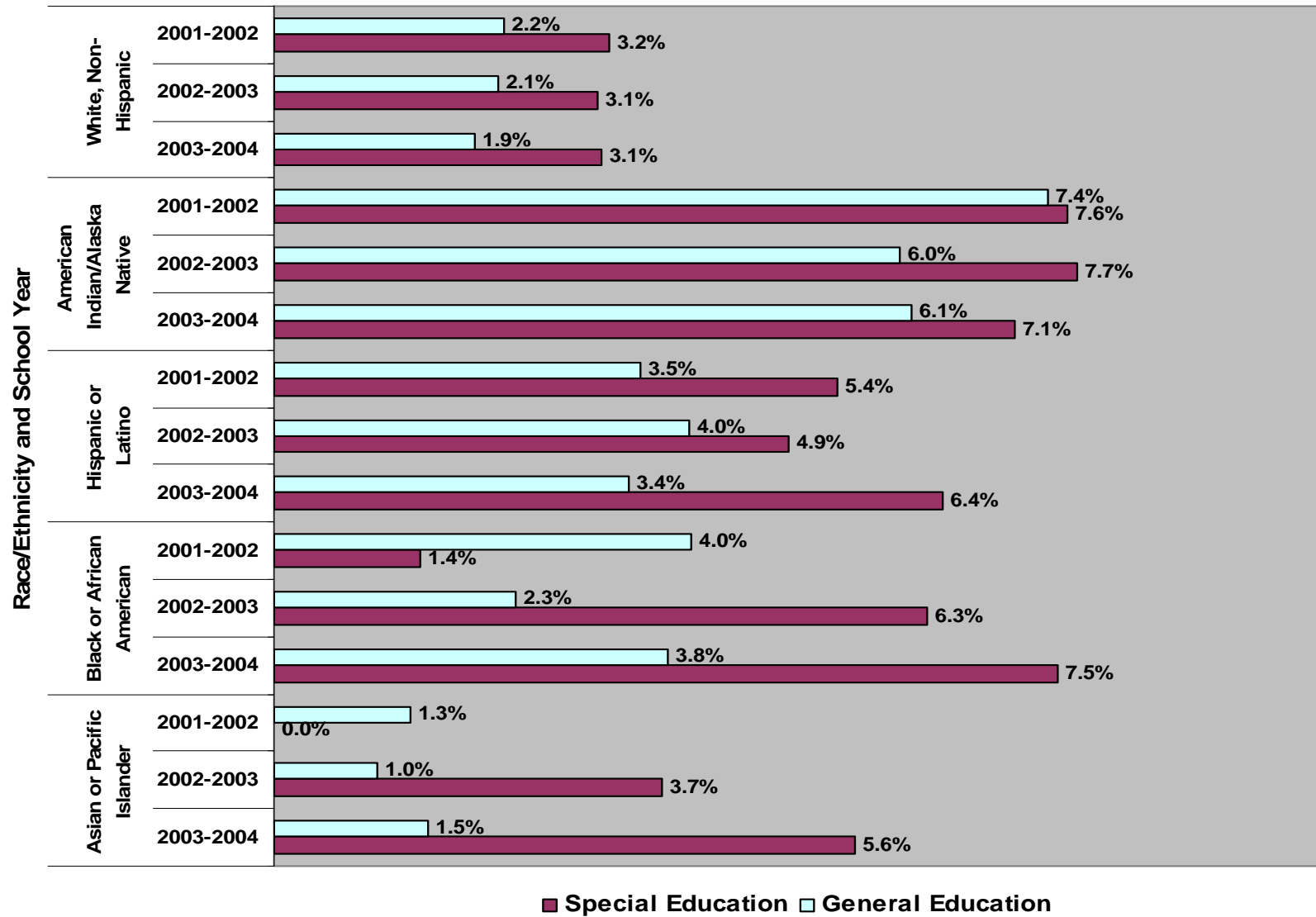
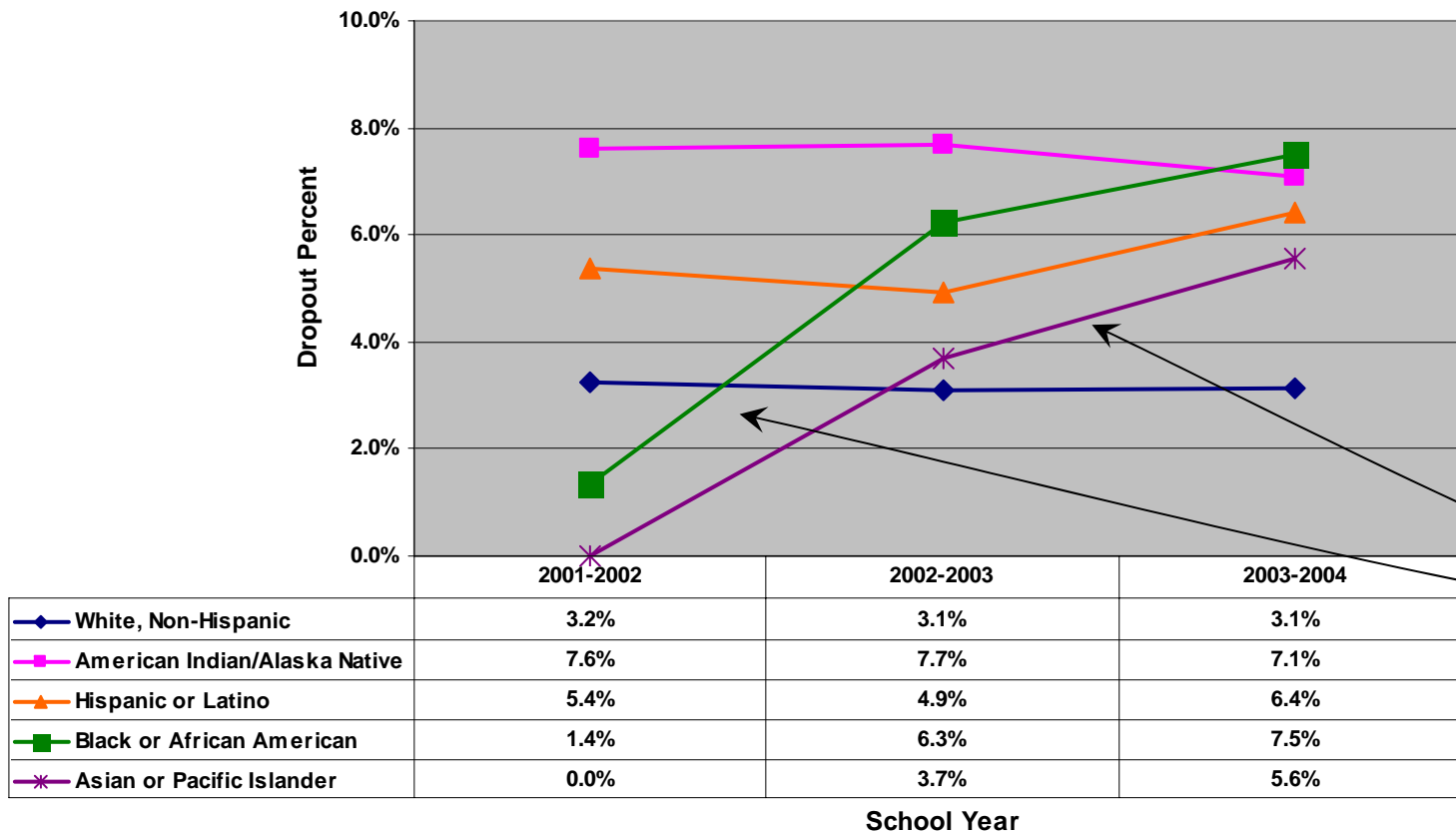


Figure 17. Special Education Dropout Rate Trend Data by Race/Ethnicity Categories



Having small numbers at the state level can be problematic when calculating dropout rates. This drop in dropout rates is the result of a change of 1 or 2 students in an overall state total of 5 or less in the *Asian or Pacific Islander* category between the 2001-2002 and 2003-2004 school years. The same holds true for the significant change in graduation rates for graduates in the *Black* and *Hispanic* race/ethnicity categories.

Targets for 2003-2004

- Identify and implement changes to the OPI's data systems to increase the availability, reliability and validity of data used to assess student outcomes.
- Provide targeted assistance to selected LEAs for the purpose of decreasing student dropout rates and increasing graduation rates.

Explanation of Progress/Slippage

The OPI, through its General Supervision Enhancement Grant (GSEG) funds and the services of a contractor, developed a database of data definitions and a meta database to serve as a template for future databases. A list of recommendations was developed for a long-term implementation plan concerning the creation of a student-level database system. This is a significant step forward for Montana in improving the quality of its data and the future development of a comprehensive student-level database system.

Changes were made to the annual data collection application in 2003-2004 which allow for a disaggregated enrollment count beginning in 2004-2005. Changes to this application will allow Montana to disaggregate student data and to make comparisons of dropout and graduation rates from the same database in the future. Enrollment data from the 2004-2005 school year will serve as the base for future reporting.

When analyzing the data for this performance report, caution must be used when trying to make any comparisons between the general education population and the special education population of students. As stated in the data notes, dropout and graduation data calculations are derived from two different data sets using different calculation procedures and which are collected at two different times of the year. In addition, because Montana does not have a student-based data collection system, it is possible for students who move among schools during the year to be reported multiple times as having dropped out of school.

Students with disabilities in Montana continue to have a higher rate of dropping out of school and a lower rate of graduation than the general population of students. It should be noted that while the percentage of students with disabilities graduating with a diploma declined slightly, the actual number of students who graduated increased in most categories. The dropout rate for students with disabilities remained the same as the previous year despite a slight increase in the number of students reported as having dropped out. In recent years, Montana has experienced a declining enrollment in general education. At the same time, the special education child count has increased slightly. Because of this the enrollment percentage of students with disabilities has increased and this is reflected in the graduation and dropout rates. Graduation data disaggregated by Race/Ethnicity show that American Indian/Alaska Native (78.7%) and White, Non-Hispanic (77.8%) students have very similar graduation rates for students with disabilities. These graduation rates were higher than those for the Hispanic or Latino (66.7%), Black or African American (71.4%), and Asian or Pacific Islander (33.3%) categories. The graduation rate for Asian or Pacific Islander students decreased significantly from the previous two years. This percentage is based upon an enrollment of six (6) students statewide. Only a slight increase was seen in the dropout rate for Asian or Pacific Islander students (from 3.7% to 5.6%) based upon a change of 1 student. Dropout and graduation rates of students with disabilities continue to be an area of concern. The OPI is implementing a grant from the U.S. Department of Education for purposes of assisting American Indian students in graduating from high school by implementing a research-based design at the state level and in six demonstration schools. The following schools are participating in the Montana American Indian Dropout Prevention Grant (MAIDPG): Box Elder, Browning, Heart Butte, Lame Deer, Poplar and Rocky Boy. The goal of the MAIDPG is to graduate American Indian students at the same rate as their non-Indian peers and to reduce the dropout rate to parity with all other Montana students. It is still too early to determine the impact of this grant on reducing the dropout rate in the participating schools.

Under Montana's Five-Year Comprehensive Planning process, all LEAs have been required to include dropout and graduation data for the general and students with disability populations as part of the self-assessment process. In addition, high schools in Montana use graduation rate data as a secondary indicator for determining Adequate Yearly Progress under the No Child Left Behind Act requirements. The OPI's special education Focused Intervention process also uses dropout and graduation data as key indicators of district performance under the IDEA. Districts are selected for intervention based in part on graduation and dropout data. All of these requirements have caused LEAs to examine more closely the issues surrounding dropout prevention at the district level. The OPI has continued to provide technical assistance and ongoing assistance to districts through its CSPD/SIG and through other resources such as Title I and GEAR UP. Programs such as the Montana Behavioral Initiative (MBI), the Transition Outcomes Project, and We Teach All provide ongoing training and support to LEAs, district teams, and individual staff members on strategies to improve student outcomes. The intent of the programs is to provide a safe welcoming environment for the student that includes supports, appropriate instructional methodologies for all students, and coordinated transition plans for students with disabilities that engage students and increase the likelihood that they will graduate. Programs at the elementary and middle school/junior high school levels that target student achievement (Reading First/Early Reading, etc.) should continue to lower dropout rates and increase graduation rates for all students as those who have participated in those programs progress through high school.

Projected Targets	Future Activities	Timelines	Resources
Identify and implement changes to the OPI's data application to allow for a single enrollment count of students which can be disaggregated	The OPI will make changes to its annual data collection application	2004-2005	OPI Staff
Provide training and technical assistance to LEAs to assist them in improving graduation rates and decreasing dropout rates	Maintain/implement activities described in the American Indian dropout prevention grant	2003-2004 Ongoing	OPI Staff School/Family Tribal Community Collaborations Montana Wyoming Indian Education Association Interagency Coordinating Council for Prevention Programs
	Continue to support the Montana Behavioral Initiative project		
	Continue to support the We Teach All project activities	Ongoing	SIG/CSPD
	Technical assistance/support will be provided to LEAs who, as a result of Focused Intervention, are required to develop/implement strategies to address student dropout	Ongoing	CSPD/SIG MPRRC OPI Staff IHEs National Dropout Prevention Center

Projected Targets	Future Activities	Timelines	Resources
	Work with the parent training/information center, PLUK, to identify ways to get more parent involvement in the education of their children	Ongoing	OPI Staff PLUK

BF. III: Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State or to the rates for nondisabled children within the agencies?

State Goal: Students with disabilities will demonstrate continuous, successful participation in school.

Performance Indicator:

Long-term suspensions/expulsion rates for students with disabilities will decrease.

Presentation of Baseline/Trend Data:

Montana has reviewed the data on suspension and expulsion of children with disabilities in accordance with the Annual Performance Report instructions, using the same format as the Annual Report of Children Served, Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days. The data include single suspensions or expulsions of greater than 10 days, students who have been suspended or expelled multiple times that sum to greater than 10 days, and an unduplicated count of both. In accordance with instructions from the Annual Report of Children Served, these data do not include suspensions or expulsions resulting from weapons or controlled substance violations where the students were placed in an interim alternative educational setting.

Montana's School Discipline Data Collection System, which is currently in its third year, collects data on all incidents that result in an out-of-school suspension or expulsion, regardless of the length of time. The reporting period is July 1 through June 30 of the school year. This is a relatively new system and there are currently two complete years of data in the system. Data collected prior to the 2002-2003 school year cannot be used with any validity or reliability in longitudinal comparisons with more recent data from the new system. This report includes two years of data comparison from the new system. The base year is the 2002-2003 school year.

Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out of school, for greater than 10 days or a student with multiple short-term (10 days or less) out-of-school suspensions or expulsions that sum to greater than 10 days during the school year.

Statewide Long-Term Suspension/Expulsion Data

	2002-2003				2003-2004			
	Special Education ¹		Regular Education ¹		Special Education ¹		Regular Education ¹	
	Number of Students or Suspensions/Expulsions ²	Number of LEAs ³	Number of Students or Suspensions/Expulsions ²	Number of LEAs ³	Number of Students or Suspensions/Expulsions ²	Number of LEAs ³	Number of Students or Suspensions/Expulsions ¹	Number of LEAs ³
Row 1 Unduplicated Count of Students from Rows 2 & 3 ⁴	93	44	432	97	72	36	364	91
Row 2 Number of Single Suspension/Expulsions > 10 Days ⁵	37	18	238	66	30	18	182	69
Row 3 Number of Students with Multiple Suspension/ Expulsions Summing to > 10 Days ⁵	60	36	213	60	43	26	202	58

¹ Special education counts are students with disabilities who qualify for services under IDEA, regular education counts are students without disabilities.

² Number of students (rows 1 and 3) or the number of suspensions or expulsions (row 2) reported.

³ Number of local educational agencies (LEAs) that reported long-term suspensions or expulsions. The LEAs may be duplicated between special education and regular education (an LEA may have suspended/expelled both special ed and regular ed students).

⁴ Unduplicated count of students from Rows 2 and 3. A student may be counted more than once in row 2, or may be counted in both rows 2 and 3, but the student will only be counted once in row 1.

⁵ Count of suspensions and expulsions that were for greater than 10 days. A student who is suspended or expelled more than once for greater than 10 days during the school year will be counted for each suspension or expulsion here.

⁶ Unduplicated count of students with multiple short-term suspensions or expulsions (10 days or less) that sum to greater than 10 days. A student will be counted only once here.

Percentage of School Districts in Montana that Reported Long-Term Suspensions or Expulsions*

	2002-2003		2003-2004	
	Special Education % of All School Districts that Suspended/ Expelled Long-term	Regular Education % of All School Districts that Suspended/ Expelled Long-term	Special Education % of All School Districts that Suspended/ Expelled Long-term	Regular Education % of All School Districts that Suspended/ Expelled Long-term
Row 1 Unduplicated Count of Students	9.73%	21.46%	8.00%	20.22%
Row 2 Number of Single Suspension/Expulsions > 10 Days	3.98%	14.60%	4.00%	15.33%
Row 3 Number of Students with Multiple Suspension/ Expulsions Summing to > 10 Days	7.96%	13.27%	5.78%	12.89%

*In FY'03 there were a total of 452 budgeting school districts and in FY'04 there were a total of 450 budgeting school districts.

At the state level, the percentage of the unduplicated count of all students suspended or expelled long-term who were students with disabilities has decreased between 2003 and 2004 by 1.2 percent. The percentage rate is as follows:

2002-2003 School Year	17.71% of all students suspended/expelled were students with disabilities
2003-2004 School Year	16.51% of all students suspended/expelled were students with disabilities

This is an examination of data at the LEA level to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of students with disabilities. Montana has reviewed the data among LEAs within the state.

The suspension/expulsion rate for students with disabilities is determined by finding the percentage that suspensions or expulsions of students with disabilities are of the total number of students with disabilities (Child Count). The suspension/expulsion rates for students without disabilities is determined by finding the percentage that suspensions or expulsions of students without disabilities are of the total number of students without disabilities (Enrollment Count). Montana does not have the ability to disaggregate students with disabilities from students without disabilities in its Enrollment Count; therefore, in this report Montana will use the rate comparison among LEAs within the state.

No LEA in the state reported a count of 10 or more long-term suspensions or expulsions during the year for students with disabilities. A number of less than 10 may not be statistically significant and the ability to interpret the data at the school district level is problematic for this reason.

Montana compared data among LEAs using the absolute rate difference and the relative rate difference (absolute rate difference is shown on the tables in Appendix 2). Because of the low numbers reported in the counts of long-term suspensions/expulsions at the LEA level, it was difficult to analyze the data using either of these methods. For instance, over 50 percent of the LEAs that reported long-term suspension or expulsion of students with disabilities, reported only one student suspended or expelled long-term, for either year. Rates for those single counts varied anywhere from .12 percent to 100 percent, based on Child Count. And, as noted above, no count exceeded 10 for an LEA. There were 19 LEAs that reported data for both years.

Montana does not believe that it can, with any validity, determine a significant discrepancy based on these low counts and with only two years of data.

Target(s) for 2003-2004:

Maintenance: All LEAs will be in compliance with IDEA regulations regarding suspension/expulsions.

Decrease suspension/expulsion rates.

Explanation of Progress or Slippage:

A review of the data for the two years reported shows the following:

- Long-term suspensions and expulsions for both special education and regular education students have decreased statewide between FY'03 and FY'04 in all areas.
- The number of LEAs that reported long-term suspensions or expulsions of students with disabilities stayed the same or decreased between FY'03 and FY'04.
- The total number of students suspended or expelled long-term did not exceed 10 at the LEA level for either year. The majority of LEAs for both years reported only one long-term suspension or expulsion. In FY'03 the highest number of suspensions or expulsions of students with disabilities reported by an LEA was nine; in FY'04, the highest number reported was six.
- A review of data from due process hearings, complaints and mediations shows that in FY'04 there was one request for an expedited due process hearing on the issue of manifestation determination. This was resolved within eight days through mediation.
- A review of data from compliance monitoring shows that no corrective actions or confidential memorandums resulted from suspension/expulsion issues.

It is felt that the Montana Behavioral Initiative (MBI) project and the availability of the Early Assistance Program (EAP) have had a positive and significant impact on decreasing the rate of suspensions/expulsions. The OPI published a technical assistance guide titled "Disciplinary Removals in Special Education." This guide is available to LEAs and parents on-line through the OPI Web page or, if requested, by hard copy.

Montana has completed its data collection application for the collection of long-term suspensions and expulsions of students with disabilities. The 2003-2004 school year was the first year that LEAs were able to submit suspension/expulsion data on-line. Seventeen percent of all LEAs reported their suspension/expulsion data electronically.

Projected Targets	Future Activities	Projected Timelines	Resources
Maintenance: All LEAs will be in compliance with IDEA regulations regarding suspensions and expulsions	Continue to make “on-time” TA available to school personnel through the EAP and OPI Staff	Maintenance - 2004 Ongoing	OPI Staff EAP/Legal Staff
	Continue to monitor compliance with IDEA regulations regarding suspensions and expulsions through compliance monitoring procedures	Maintenance - 2004 Ongoing	Special Education Monitors
Decrease suspension/ expulsion rates	Continue to make MBI training available to school personnel	2004 Ongoing	CSPD/SIG
	Continue to provide TA and training to LEAs to assist them with strategies that will lead to fewer suspensions/expulsions	2004 Ongoing	MPRRC Federal TA Centers OPI Staff

BF.IV Do performance results for children with disabilities on state and districtwide assessment programs improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?

State Goal: Performance results for children with disabilities on state and districtwide assessment programs improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.

Performance Indicator:

Performance of students with disabilities on state assessments will improve at a rate that will decrease the gap of children with disabilities and their nondisabled peers.

Baseline/Trend Data:

No baseline data available. School year 2003-2004 was the first year for administration of the CRT and the CRT-Alt.

Performance of Students With Disabilities and Students Without Disabilities On the CRT Reading and Math Assessments

READING

Students with Disabilities

CRT Results	Novice		N Proficient		Proficient		Advanced	
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Reading Gd. 4	632	50%	286	22%	276	22%	78	6%
Reading Gd. 8	939	69%	212	16%	157	12%	49	4%
Reading Gd. 10	821	75%	124	11%	128	12%	21	2%

Students without Disabilities

CRT Results	Novice		N Proficient		Proficient		Advanced	
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Reading Gd. 4	1138	12%	1592	17%	3927	42%	2713	29%
Reading Gd. 8	2018	19%	1889	18%	3615	34%	3257	30%
Reading Gd. 10	1841	18%	1487	14%	3600	34%	3547	34%

MATH

Students with Disabilities

CRT Results	Novice		N Proficient		Proficient		Advanced	
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Math Gd. 4	864	68%	169	13%	188	15%	50	4%
Math Gd. 8	549	41%	537	40%	233	17%	27	2%
Math Gd. 10	454	42%	485	45%	133	12%	15	1%

Students without Disabilities

CRT Results	Novice		N Proficient		Proficient		Advanced	
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Math Gd. 4	2759	29%	2045	22%	3102	33%	1464	16%
Math Gd. 8	738	7%	2503	23%	5352	50%	2186	20%
Math Gd. 10	730	7%	2928	28%	4780	46%	2037	19%

Performance of Students With Disabilities on the CRT-Alternate (CRT-A): Based on Alternate Achievement Standards

READING

CRT Results-A	Novice		N Proficient		Proficient		Advanced	
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Reading Gd. 4	4	5%	16	20%	30	38%	30	38%
Reading Gd. 8	8	10%	16	19%	33	39%	27	32%
Reading Gd. 10	13	13%	12	12%	38	38%	37	37%

MATH

CRT Results-A	Novice		N Proficient		Proficient		Advanced	
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Math Gd. 4	17	22%	8	10%	43	55%	10	13%
Math Gd. 8	22	26%	13	15%	27	32%	23	27%
Math Gd. 10	19	19%	14	14%	29	29%	38	38%

Targets for 2003-2004:

- Develop an alternate assessment that will meet ESEA technical adequacy requirements
- Implement the CRT-Alternate
- General and special education teachers will have the skills and knowledge to improve students with disabilities academic performance
- Revise the assessment data collection procedure to provide for a disaggregated count of enrollment at the time of the test window
- Implement an enrollment count procedure to be used in calculation of participation rates (disaggregated) of students in the statewide assessment

Explanation of Progress/Slippage:

In accord with its compliance agreement with the U.S Department of Education, the OPI, through contract with Measured Progress, developed a Criterion-Referenced Test (CRT) and CRT-Alternate for the subject areas of reading and math. The CRT-Alternate measures a student with disabilities' performance against alternate achievement standards. The tests were first administered in spring of 2004 to all students in grades 4, 8, and 10. Trend data will not be available until FY'05. The CRT is Montana's statewide assessment used to determine Adequate Yearly Progress (AYP).

In accord with requirements under IDEA and state administrative rule, all students with disabilities were expected to participate in the statewide assessment. Waivers for nonparticipation were not permitted. Test administration guidance documents were developed and extensive training provided to ensure special education teachers had the understanding and knowledge to administer the CRT-Alternate. In addition, information was provided to parents and LEA staff on the requirements for participation in the statewide assessment, documenting participation in statewide assessment on IEPs, accommodations available and the standards for determining whether a student with disabilities would participate in the CRT or the CRT-

Alternate. Only those students with disabilities who met the criteria as a student with a significant cognitive disability were allowed to participate in the CRT-A. Students who achieved proficient or above on the CRT-A represented less than 1 percent of all students tested.

A review of enrollment counts and participation rates taken at the close of the test window shows that there was no significant discrepancy between the enrollment count and the participation count of students taking the CRT and CRT-Alternate.

Analysis of results from the first administration of the CRT in FY'04 shows there is a large gap between the academic performance of students with disabilities and students without disabilities in both math and reading. This performance gap increased at both the 8th and 10th grade levels. Because the CRT was first administered in FY'04 it is not possible to determine what progress has been made in closing the gap between students with disabilities and their nondisabled peers, such an analysis will be conducted at the end of FY'05.

The OPI continued its work toward closing the achievement gap by providing extensive training to regular and special education teachers on access to the general curriculum. This training, supported by the SIG grant, is known as *We Teach All* and focuses on teacher preparation for differentiated instruction. We Teach All is the primary initiative through which schools are being supported to align their curricula to the state standards and use instructional strategies to address the needs of diverse learners in the general education classroom. In the period between June 1, 2003, and May 30, 2004, Region V CSPD and the OPI cosponsored four days of training specifically around Differentiated Instruction through the We Teach All project. During those four days, a total of 437 participants attended. Of those participants, 11 percent were general education administrators and 69 percent were general educators.

In addition, Region V CSPD sponsored 28 additional events which were attended by 1,806 participants. These events were partially funded by SIG grant funds. In total (including the Differentiated Instruction Workshops), administrators resulted in 8 percent of the total participants and general educators accounted for 28 percent of total participants for all trainings. This was an increase from 2002-2003 school year from 4 percent for administrators and 19 percent for general administrators. The other CSPD regions in the state sponsored similar numbers of events.

Montana is providing intensive training to teachers on reading instruction. The OPI Division of Special Education works closely with Reading First personnel to help ensure that both regular and special education teachers participated in such training, thus enabling them to work effectively as a team in improving reading instruction in their schools. The LEAs, through their Five-Year Comprehensive Education Plan, incorporated strategies for improving instruction and student outcomes in the reading and math content areas. They report annually on their progress and make revisions as necessary, based on an analysis of achievement data, to ensure continuous academic growth of all students. The Division of Special Education continues to work closely with ESEA staff to review AYP of students with disabilities on statewide assessment, as well as to collaborate on planning and implementing training on research-based effective instruction strategies. We will continue to focus our efforts for improving performance of students with disabilities by continued provision of teacher training in areas of differentiated instruction and core content areas. Training will be provided through our CSPD/SIG and collaboration with other federal and state programs personnel.

As a part of the Compliance Monitoring procedure, program specialists review student records for procedural compliance. An analysis of findings from FY'03 and FY'04 shows that no corrective actions were given because of the IEP team's failure to address student participation in state and districtwide assessments.

The OPI continued to improve its data collection procedure to ensure the accurate reporting of student participation in statewide assessment. Changes were made to the annual data collection (ADC) application to allow for a disaggregated student count at the close of the test window. This process will be implemented in FY'05.

Note: Research from the National Center on Educational Outcomes (NCEO) Technical Report 27 has significant implications when interpreting disaggregated test scores of students with disabilities on statewide assessments <http://education.umn.edu/NCEO/OnlinePubs/TechReport27.htm>. The report calls into question the appropriateness of using cross-sectional data when measuring progress of students with disabilities. In its principal finding, the study determined that the failure to account for changes in student special education status could result in misinterpretation about the effectiveness of special education services. Montana, like many states, collects cross-sectional data. Individual student identifiers, a student-centered data collection system, and a longitudinal comparison of cohort groups are necessary before any conclusions can be drawn about the effectiveness of special education programming.

Projected Targets	Future Activities	Timelines	Resources
Improve student performance and decrease the achievement gap between students with disabilities and students without disabilities	<p>Continue to implement the We Teach All project</p> <p>Continue collaboration with Reading First and other ESEA personnel to provide training on research-based strategies that lead to improved instruction in reading and math</p> <p>Continue to implement MBI to promote a positive environment which supports student learning</p> <p>Implement a disaggregated enrollment count near the test window which allows for an accurate comparison of enrollment and student participation in statewide assessment</p>		<p>OPI Staff CSPD</p> <p>SIG</p> <p>ESEA</p> <p>IHEs</p>

BF.V Are children with disabilities educated with nondisabled peers to the extent appropriate, including preschool?

Performance Indicators:

- Maintain LRE for ages 6-22
- Increase the opportunities for preschool-aged children to receive special education in early childhood settings.

Overview

The Office of Public Instruction (OPI) addresses the education of children with disabilities with nondisabled peers to the extent appropriate through these methods: (1) Appropriate personnel from the OPI, local educational agencies, institutions of higher education and contracted professional expertise (including parents and families) provide training and technical assistance at the local level to support instructional practices in the general education setting that address the needs of students with disabilities and their nondisabled peers; (2) Both the OPI and Parents, Let's Unite for Kids (PLUK) personnel inform and support parents and families about instructional practices that provide for the education of students with disabilities with their nondisabled peers; (3) The OPI Legal Services Division responds to inquiries about provision of FAPE in the least restrictive environment, among other concerns; and (4) The OPI compliance monitoring procedure ensures that all individual student records sampled include a comprehensive review of consideration of least restrictive environment appropriate to the individual students.

Staff development activities, especially the regional Comprehensive System of Personnel Development councils and Montana Behavioral Initiative (MBI), continuously provide training in best practices related to special education, including those related to provision of opportunities for children with disabilities to be educated with their nondisabled peers and addressing social and emotional skills needs at the preschool level. These training activities include early childhood personnel from public schools (teachers, related service providers, paraprofessionals, administrators, etc.), early intervention agencies, Head Start, and recently the child care/early education community. Locally responsive training opportunities and multidisciplinary communication support practices for the education of students with disabilities with nondisabled peers.

Compliance monitoring activities examine all facets of special education and address least restrictive environment concerns when detected. Compliance monitoring activities include staff training activities linked to compliance concerns and questions arising during monitoring activities. Technical assistance directed toward local concerns is a component of our systems change through compliance monitoring practices.

Special education personnel respond to individual requests from the public for interpretation, guidance, and recommendations routinely throughout the year. Telephone, e-mail, and web-delivered queries frequently inquire about best practice procedures for educating young children with disabilities with nondisabled peers. Participation in planning and advisory panels and presentations at professional associations assist in dissemination of best practice procedures to disciplines and groups outside of public education. Technical assistance delivered on site to public schools, early intervention agencies, Head Start, and other community-based programs also support practices leading to the education of children with disabilities with nondisabled peers, to the extent appropriate, at the local level.

Baseline/Trend Data

Students, Ages 6-21

Setting of Service	2002		2003		2004	
	Count	% of Total	Count	% of Total	Count	% of Total
Regular Classroom	9818	55.86%	9651	55.02%	9588	54.28%
Part-time Special Education	5699	32.43%	5729	32.66%	5799	32.83%
Full-time Special Education	1733	9.86%	1815	10.35%	1924	10.89%
Combined Separate Facilities	325	1.85%	346	1.97%	352	1.99%
TOTAL	17575	100.00%	17541	100.00%	17663	100.00%

Students, Ages 3-5

Setting of Service	2002		2003		2004	
	Count	% of Total	Count	% of Total	Count	% of Total
Early Childhood Setting	640	37.94%	591	34.20%	704	39.05%
Early Childhood Sp Ed Setting	551	32.66%	526	30.44%	558	30.95%
Home	12	0.71%	15	0.87%	16	0.89%
P/T Early Childhood—PT Early Childhood Sp Ed Setting	331	19.62%	392	22.69%	319	17.69%
Residential Facility	1	0.06%	2	0.12%	5	0.28%
Separate School	1	0.06%	2	0.12%	1	0.06%
Itinerant Services Outside the Home	147	8.71%	188	10.88%	192	10.65%
Reverse Mainstream	4	0.24%	12	0.69%	8	0.44%
TOTAL	1687	100.00%	1728	100.00%	1803	100.00%

Target(s) for 2002-2003

- Maintain LRE levels for ages 6-22
- Increase the percentage of children with disabilities ages 3-5 served in settings with nondisabled peers

Explanation of Progress/Slippage for 2003-2004

Of 40 entities monitored during 2003 and 2004, none required a corrective action for failure to document consideration of least restrictive environment. Similarly, no confidential memoranda were required to address an individual student concern where provision of FAPE in the least

restrictive environment was an issue. No technical assistance provided addressed procedures for failure to address least restrictive environment. No concerns related to provision of FAPE in the least restrictive environment were identified and addressed by the OPI legal Services Division.

Over 54 percent of students with disabilities, ages 6-22, receive their special education and related services in the regular classroom setting. Over 32 percent of students with disabilities, ages 6-22, received special education and related services outside the regular classroom less than 60 percent of the day. Collectively, over 87 percent of all student with disabilities, ages 6-22, were educated with nondisabled peers for 40 percent or more of their school day.

An analysis of data for preschool children with disabilities, ages 3-5, shows that the majority of the children (over 56 percent) received their special education services in either an Early Childhood setting or a Part-time Early Childhood/Part-time Special Education setting. There are more opportunities for children to participate in Early Childhood settings when they live in a larger city. Because Montana does not provide publicly funded Early Childhood programs, children in rural areas of the state are more likely to receive special education services in a special education preschool setting.

The LEAs continue to do an outstanding job by providing opportunities for preschool children with disabilities, ages 3-5, and students with disabilities, ages 6-21, to participate in programs with nondisabled peers.

Montana has met its target for maintaining placement in the LRE for students ages 6-22. The majority of preschool children, ages 3-5, continue to receive special education services in settings with nondisabled peers.

Projected Targets	Future Activities	Timelines	Resources
Zero instance of failure to provide FAPE in the least restrictive environment will be identified	Continue to provide technical assistance and support to LEAs to assist them in providing FAPE in the LRE	Ongoing	<div> <div>NECTAC</div> <div>OPI Staff</div> <div>CSPD</div> <div>IHEs</div> <div>MPRRC</div> <div>Title Programs</div> <div>PLUK</div> </div>
	Using compliance monitoring procedures, continue to review LEAs documentation to ensure placement decisions are made in accord with IDEA and state regulations	Ongoing	
	Continue to provide training for general education personnel on strategies to use in responding to students with disabilities needs in the regular education setting	Ongoing	

Projected Targets	Future Activities	Timelines	Resources
	Continue to provide technical assistance to LEAs on educational practices that provide opportunities for children with disabilities to be educated with nondisabled peers	Ongoing	

BF.VI Are the early language/communication, early literacy, and social-emotional skills of preschool children with disabilities receiving special education and related services improving?
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Overview

Montana does not have a state assessment targeted to this age population nor collect data relative to this issue. The IEP teams are given the responsibility to assess individual student progress in these areas if they have been identified as a part of the student's IEP.

Performance Indicator:

Early language/communication, early literacy, and social-emotional skills of preschool children with disabilities will demonstrate improvement

Baseline/Trend Data: No statewide data collected.

Target(s) for 2003-2004:

- Identify specific data elements that must be collected
- Develop preliminary plans for data collection

Explanation of Progress/Slippage for 2003-2004

This data collection requirement was established, for the first time, in the annual performance report requirements of 2002-2003. Therefore, the state had no procedure or data collection system to provide such information. During 2003-2004, Montana met its targets by beginning work on establishing procedures for how this data might be collected, how to implement the procedures statewide and what data collection methods would be most effective. The OPI staff is working with NECTACS, MPRRC and expert groups to identify how this can be best addressed.

Compliance monitoring conducted by the OPI program specialists includes a review of progress reports that are completed and sent to the parents of students with disabilities. Of the 40 entities visited during 2003-2004, two were issued corrective action plans (CAPS) regarding progress. In both cases, the compliance noted was that the IEPs did not document how the student's progress would be reported to the parents. No corrective actions were issued regarding parents not being notified of their child's progress. Through progress reporting and the involvement of parents in IEP meetings, progress is reviewed and if the child is not making progress the IEP is revised, as appropriate.

Future Targets	Futures Activities	Timelines	Resources
Identify specific data elements that must be collected	Work with OSEP, MPRRC and the Federal Resource Centers (FRCs) to understand what data elements are required and what procedures may be recommended for the data collection	Ongoing	OSEP MPRRC FRCs Early Childhood Outcomes Center
	Work with programmer, data research specialist and other resources to design a plan	Ongoing	NECTAS OSEP MPRRC.FRCs Advisory Panel Expert Groups

Cluster Area V: Secondary Transition

Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

State Goal: Students with disabilities will demonstrate the ability to make successful school-to-adult transitions.

Performance Indicators:

- The IEPs for students of secondary transition age will meet all of the requirements under IDEA
- Students with disabilities will demonstrate the ability to make successful school-to-adult transitions

Baseline/Trend Data

Secondary Transition Issues		
	Complaints, Due Process and Mediations	Corrective Actions (includes confidential memos)
FY'02	0	2
FY'03	0	2
FY'04	1 request for due process resolved through mediation	2

- During the 2002-2003 school year there were no due process hearings or complaints related to secondary transition issues.
- During the 2003-2004 school year there was one due process request related to transition. This case was resolved through mediation.
- Compliance monitoring results for 2003-2004 show that two confidential memos dealt with transition issues and these were issued for the same LEA.
- A review of data for 2001-2002 and 2002-2003 school years also reflected just two issues per year dealing with transition issues. This ongoing high rate of compliance indicates that LEAs continue to remain substantially in compliance with IDEA requirements regarding secondary transition.

Target(s) for 2003-2004

- The IEP teams will develop a coordinated set of transition strategies and activities for students preparing for secondary transition that meet the requirements of IDEA and effectively prepare students for post secondary outcomes.

Explanation of Progress/Slippage for 2003-2004

The Office of Special Education Programs (OSEP) monitoring of the state in 1999 identified secondary transition services as an area in need of improvement. Since that time, and with the resources of the State Improvement Grant (SIG), significant progress has been made. This is evidenced through analysis of the due process, complaints, mediations, EAP, and compliance monitoring data.

Montana continues to improve its preparation of students with disabilities for post-school activities. As a result of the Transition Outcomes Project (TOP), as well as commitments of staff and resources, LEAs have access to training and technical assistance on issues related to the development of coordinated transition plans and interagency collaboration. The low incidence of compliance monitoring intervention for secondary transition issues is a result of this ongoing effort.

Six years ago, Montana was one of the first states in the country to spearhead an initiative to help LEAs improve secondary transition planning and practices for students with disabilities. Under the guidance of the Mountain Plains Resource Center, the Transition Outcomes Project began in two pilot school districts in the state. Since then, the Transition Outcomes Project has been active in over 50 LEAs across the state and over 2,500 IEPs have been reviewed. Follow-up review and technical assistance continues to occur. The Transition Outcomes Project provides the model to help IEP team members identify strengths and improvement targets for meeting each of the transition process requirements, identified problem areas, and monitor progress toward improvements.

The Transition Outcomes Project began examining transition-planning practices in schools beginning with the 2000-2001 school year. It evaluates IEP review documentation against a set of benchmarks that reflect transition practices that meet the current legal and procedural requirements. Areas in need of improvement are identified and then targeted for inservice and technical assistance from transition project staff. These schools' practices are then revisited. A review of accumulated data shows a clear and consistent pattern of improvement from the first review to the second. This project is successful in raising awareness of what is necessary in order to be in full compliance with the transition requirements of IDEA and represents a solid step in improving outcomes for students in this area.

Transition activities during 2003-2004 focused on completing follow-up technical assistance and data collections in Transition Outcomes schools and providing training and technical assistance for all schools. In addition to a state secondary transition coordinator and the monitoring specialists, Montana has 12 trained transition coaches and trainers that provide training and technical assistance and are geographically located across the state. A new transition training presentation was developed targeting new and inexperienced teachers. The training will be offered statewide.

Although Montana does not currently collect post-secondary school outcome data, Special Education personnel have established linkages within the OPI and other agencies leading toward a process to do so. Shared interests with Career, Technical and Adult Education, Vocational Rehabilitation,

Adult service providers and Higher Education representatives have been established and discussions and planning have begun to develop a credible system to collect post-secondary outcome data.

Key outcomes from the Transition Outcomes Project and ongoing efforts include:

- The data gathered from all the IEPs reviewed in each district was returned to help guide that district's improvement strategies. That data was also compiled into a statewide portrait of the gains made by all participating districts in their transition practices. The data is represented in numerical and graph form for each of the 20 requirements identified in the review process. This data compiled in February 2003 shows, across the board, that training and improvement strategies greatly improved transition practices.
- School personnel and service providers have increased their awareness of the components of the transition requirements and practices.
- Transition training and materials are widely available through multiple formats and are accessed and utilized by students, parents, school personnel and service providers.
- Heightened awareness of transition issues, regulations, and monitoring has prompted many districts to review their transition policies and procedures and implement improvement strategies.
- Transition Coordination councils have been merged into Montana's Comprehensive System of Personnel Development (CSPD) regions to continue to have a forum to address statewide and regional transition issues.
- Continuing inservice, technical assistance, and follow-up training are provided by the OPI regular and part-time staff, field transition trainers, and regional or local specialists through CSPD trainings and at the invitation of districts or special education cooperatives.
- The Transition Web page is operating through the Montana State University-Billings Web site (<http://www.msubillings.edu/transition>). This page contains a great deal of information and resources, training opportunities, contact information, and a monthly Transition Newsflash article. The site also hosts Regional Resource Directories for each CSPD region of the state containing disability service agencies, contact information and services available. These directories were developed through the School Improvement Grant.
- Montana continues to work closely with the Mountain Plains Regional Resource Center to coordinate ongoing transition planning and activities.
- The development of a system to collect post-secondary outcome data continues and will be promoted and supported by Special Education personnel.

Data continues to be collected from the TOP. Reports and feedback from teachers and administrators indicate that improvements continue to be made with most, if not all, of the transition requirements in those districts that have actively addressed transition issues. Monitoring data also indicate that ongoing training and technical assistance are resulting in improved secondary transition practices.

Montana also enjoys the collaborative efforts of numerous partnering agencies in our transition work. In addition to our close work with Vocational Rehabilitation, there have been three innovative secondary transition projects ongoing in a sample of Montana districts over the last five years that have demonstrated high degrees of success with students with more severe disabilities using a clearly identified set of transition planning strategies. These are good examples of partnering agencies working together in the area of transition. The first two of these are federally funded model-demonstration projects. The Montana Council on Developmental Disabilities currently funds the third. These projects operate out of the University of Montana Rural Institute and have the support of the OPI.

- Project Wiser
Mission: To develop an innovative model of transition planning in the Bitterroot and Mission Valleys which promotes individualized customized employment for students with severe disabilities and ongoing support needs.
- Graduate To Work
Mission: To increase access to community employment for students with developmental disabilities graduating from Montana schools by creating a model transition-to-employment program in Missoula schools that can be replicated by other locales.
- Linkages
Mission: To expand the model of Transition planning created through Project WISER to include self-employment as a career exploration strategy and a post-school employment option for students with ongoing support needs, and to increase the access of workforce investment resources as part of transition planning.

Projected Targets	Future Activities	Timelines	Resources
Maintenance: All LEAs will be in compliance with IDEA transition requirements	Transition planning coaches will continue to provide technical assistance to LEAs in need of assistance of improving the quality of their transition planning or to assist in addressing compliance issues that may result from a compliance monitoring or issues related to transition	Ongoing	CSPD/SIG, OPI Part-time seasonal staff
LEAs have available technical assistance and support for transition planning	Continue and refine the role and scope of trainers and technical assistance providers Continue development and improvement of state, regional, and local interagency relationships to improve transition services	Ongoing	
Investigate/research options for collection of post-school outcomes data	Continue to collaborate with IHEs, other state agencies, the Post-School Outcomes technical assistance center and MPRRC to devise a plan for effective/cost-efficient data collection for all students	Ongoing	MPRRC OPI Staff State Agencies IHEs Post-School Outcomes Center

Note: Twenty-nine percent of the goals are consistent with the goals established for nondisabled student

Appendix 1

Disproportionality: Weighted Risk Tables for LEAs

District-level Weighted Risk Ratios for All Disabilities for School Year 2003-2004															
ID	Weighted Risk Ratios					Child Count					Enrollment				
	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
STATE TOTALS	1.40	0.71	1.39	1.07	0.75	2617	132	177	395	14342	16279	1542	1071	3078	125721
9	1.66	0.84	0.98	1.16	0.66	162	18	25	92	1015	794	162	193	603	8277
306						0	0	0	0	0	0	0	0	0	5
173					0.41	1	0	0	0	11	1	6	1	1	179
181					1.17	3	0	0	0	22	3	0	0	1	124
215					0.00	0	0	0	0	0	0	0	0	0	10
284					0.97	0	0	0	0	5	0	0	0	0	34
270					0.00	0	0	0	0	0	0	0	0	0	11
128					1.32	0	0	0	0	22	0	1	1	2	110
238					1.24	0	0	0	0	3	0	0	0	0	16
438	0.39				2.22	1	2	0	0	62	15	5	1	4	361
440	0.00				2.73	0	2	0	0	18	10	4	1	1	188
437					0.78	0	2	1	0	36	3	1	3	7	295
435	1.62			0.00	0.53	65	2	1	0	24	576	5	4	14	364
247					0.95	0	0	0	0	6	0	0	0	0	42
436				0.37	0.75	2	2	0	1	88	8	3	6	14	486
209						0	0	0	0	0	0	0	0	0	6
439	1.74				0.33	38	2	0	2	29	229	6	3	3	367
233						0	0	0	0	2	0	0	0	0	7
230					0.99	0	0	0	0	15	0	0	0	0	100
18	0.98	0.53	1.33	0.97	1.04	23	2	4	12	343	201	32	26	106	2933
424					0.84	1	1	0	0	38	4	6	0	5	229
426					0.37	0	1	0	0	7	1	4	0	3	126
427	2.32				0.43	78	1	0	0	7	483	2	0	2	105
428					0.62	0	1	0	0	5	1	3	0	1	53
431					0.66	0	1	0	0	2	0	1	0	0	20
433						0	1	0	0	0	0	0	0	0	8
113					0.59	0	0	0	0	5	2	0	0	3	56
420	1.48				0.78	29	1	0	0	37	162	3	1	9	303
425					4.82	0	1	0	0	37	3	3	1	4	328
419	1.43				0.35	2	1	6	0	58	11	4	2	9	554

	Weighted Risk Ratios					Child Count					Enrollment				
ID	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
STATE TOTALS	1.40	0.71	1.39	1.07	0.75	2617	132	177	395	14342	16279	1542	1071	3078	125721
421	2.15				0.57	8	1	1	0	92	30	7	4	8	730
422					4.07	0	1	0	0	21	7	4	4	7	294
430	0.42				2.07	2	1	1	0	25	18	2	4	0	93
16	0.77	0.59		0.00	1.48	5	1	2	0	121	45	12	8	10	814
413	3.25			0.28	0.40	6	1	0	1	89	11	4	0	17	520
415	0.00			0.61	7.76	0	1	0	1	79	11	9	0	13	548
417				1.02	0.74	1	1	0	1	16	8	0	0	12	206
17	4.06	0.59		0.72	0.32	10	1	0	1	63	31	16	1	13	784
432					0.61	1	1	0	1	18	0	2	2	0	196
14	1.87	0.61		0.25	0.70	3	1	0	1	164	13	12	4	29	1288
22	2.14	0.41		0.34	0.62	4	1	0	1	166	18	21	5	25	1554
418				0.89	2.32	0	1	0	1	50	9	2	5	11	450
24	1.29	0.20	2.81	0.21	0.89	15	1	3	1	252	133	54	12	51	2847
416				2.56	1.51	0	1	0	2	14	1	3	0	12	198
20		0.46			0.61	1	1	0	2	58	7	13	1	2	379
410	0.00			0.79	5.61	0	1	0	2	87	14	6	2	20	603
414				0.54	0.15	1	1	0	2	34	1	1	2	16	277
423	0.78				0.64	38	1	1	2	37	290	1	2	6	244
13	0.39	0.65		0.96	1.49	2	1	3	2	132	34	11	5	15	902
11	1.14	0.70	2.12	0.60	0.93	47	1	3	2	139	294	10	10	23	986
411	1.16		0.91	1.16	0.86	3	1	1	2	158	29	9	12	19	1776
429						5	1	3	3	23	0	0	0	0	0
412				1.63	2.12	0	1	2	3	102	8	4	8	18	906
19	1.11	0.53	2.15	1.29	0.86	5	1	3	3	161	39	16	12	20	1406
409	2.03		0.76	1.23	0.58	6	1	1	5	85	25	0	10	31	714
90					0.62	0	0	0	0	19	0	0	1	4	202
408	1.01			2.04	0.62	9	1	3	11	164	71	9	3	44	1427
25	1.09	0.16	1.95	1.13	0.93	38	1	11	12	514	305	53	49	92	4488
51				0.00	0.42	0	0	0	0	10	1	0	0	10	158
56	1.98				0.71	13	0	0	0	59	70	4	0	9	601
65	1.63				0.87	10	0	0	0	27	99	4	0	7	416

	Weighted Risk Ratios					Child Count					Enrollment				
ID	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
STATE TOTALS	1.40	0.71	1.39	1.07	0.75	2617	132	177	395	14342	16279	1542	1071	3078	125721
68					4.21	0	0	0	0	7	0	0	0	6	11
72					0.13	3	0	0	0	16	3	2	0	6	170
73					0.34	0	0	0	0	34	5	4	0	6	659
77					0.47	0	0	0	0	3	0	2	0	5	42
434					0.87	0	1	0	0	30	3	1	0	0	229
83					0.77	0	0	0	0	11	6	1	0	5	94
93					0.98	0	0	0	0	8	3	0	0	4	54
94					0.84	3	0	0	0	36	4	1	0	4	285
96					0.91	0	0	0	0	30	4	1	0	4	219
98					0.93	0	0	0	0	35	5	2	0	4	249
102	1.86				0.76	16	0	0	0	3	45	0	0	4	15
103	5.38				0.26	13	0	0	0	5	100	2	0	4	198
105					0.55	0	0	0	0	9	0	5	0	3	109
106					0.57	0	0	0	0	30	0	3	0	3	347
107					0.69	0	0	0	0	11	0	0	0	3	105
112					0.95	0	0	0	0	3	1	3	0	3	21
318						0	0	0	0	1	0	0	0	0	8
115					0.64	0	0	0	0	22	4	1	0	3	226
116					0.46	1	0	0	0	23	4	0	0	3	331
124					0.69	0	0	0	0	25	0	1	0	2	238
125					1.10	0	0	0	0	6	0	0	0	2	36
126					1.38	0	0	0	0	28	0	0	0	2	134
127					0.39	0	0	0	0	21	0	1	0	2	355
129					0.85	0	0	0	0	9	0	1	0	2	70
130					0.35	0	0	0	0	3	0	1	0	2	56
132					0.55	0	0	0	0	2	0	1	0	2	24
133					0.00	0	0	0	0	0	0	0	0	2	73
134					0.68	0	0	0	0	18	0	4	0	2	174
137					0.66	0	0	0	0	6	1	1	0	2	60
138					0.32	0	0	0	0	7	2	0	0	2	144
139					0.93	0	0	0	0	25	2	2	0	2	178

	Weighted Risk Ratios					Child Count					Enrollment				
ID	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
STATE TOTALS	1.40	0.71	1.39	1.07	0.75	2617	132	177	395	14342	16279	1542	1071	3078	125721
144					0.60	1	0	0	0	20	4	1	0	2	222
147					0.43	0	0	0	0	13	5	3	0	2	202
153	1.20					34	0	0	0	0	248	0	0	2	4
155					1.04	0	0	1	0	21	2	0	0	1	134
159					1.22	0	0	0	0	31	0	0	0	1	168
160					0.30	0	0	0	0	4	0	0	0	1	88
162					0.41	0	0	0	0	9	0	0	0	1	145
164					0.76	0	0	0	0	4	0	0	0	1	35
165					1.36	0	0	0	0	14	0	0	0	1	68
166					0.00	0	0	0	0	0	0	2	0	1	19
167					0.38	0	0	0	0	6	0	0	0	1	105
168					0.21	0	0	0	0	1	0	3	0	1	31
170						0	0	0	0	0	0	0	0	1	2
172					1.32	0	0	0	0	15	0	2	0	1	75
176					0.63	0	0	0	0	2	1	0	0	1	21
179					0.51	2	0	0	0	12	2	2	0	1	155
2	1.74	1.86		0.67	0.55	3	2	3	1	168	24	14	9	19	2429
182					0.68	0	0	0	0	20	3	0	0	1	195
184					1.04	0	0	0	0	34	4	3	0	1	217
185					0.56	1	0	0	0	11	4	2	0	1	130
189	0.69				2.06	4	0	0	0	10	39	1	0	1	64
190	1.17					13	0	0	0	0	97	0	0	1	3
191	19.29				0.07	28	0	0	0	1	176	6	0	1	116
192	2.96				0.48	39	0	0	0	1	234	1	0	1	17
193	2.43				0.58	94	0	0	0	1	566	0	0	1	14
194					0.88	1	0	1	0	25	0	0	0	0	189
195						10	0	1	0	19	0	0	0	0	0
203	1.55					34	0	1	0	0	191	0	0	0	1
204					1.53	0	0	0	0	3	0	0	0	0	13
205					0.85	0	0	0	0	4	0	0	0	0	31
206					1.19	0	0	0	0	9	0	0	0	0	50

	Weighted Risk Ratios					Child Count					Enrollment				
ID	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
STATE TOTALS	1.40	0.71	1.39	1.07	0.75	2617	132	177	395	14342	16279	1542	1071	3078	125721
207					0.83	0	0	0	0	2	0	0	0	0	16
208					0.47	0	0	0	0	5	0	0	0	0	71
8	1.51	0.86	0.80	0.89	0.74	101	7	11	12	582	728	84	142	139	6320
210						0	0	0	0	1	0	0	0	0	7
211						0	0	0	0	0	0	0	0	0	9
212					0.60	0	0	0	0	1	0	0	0	0	11
213					0.78	0	0	0	0	13	0	0	0	0	110
214					0.85	0	0	0	0	9	0	0	0	0	70
12	1.99	0.66		2.30	0.43	4	2	4	4	131	25	34	9	20	1754
216					0.55	0	0	0	0	1	0	0	0	0	12
217					1.47	0	0	0	0	4	0	0	0	0	18
218						0	0	0	0	0	0	0	0	0	4
219					1.05	0	0	0	0	13	0	1	0	0	82
220						0	0	0	0	0	0	0	0	0	3
221					1.02	0	0	0	0	2	0	0	0	0	13
222						0	0	0	0	0	0	0	0	0	5
223						0	0	0	0	1	0	2	0	0	7
224					0.43	0	0	0	0	5	0	1	0	0	77
225					1.32	0	0	0	0	2	0	0	0	0	10
226						0	0	0	0	0	0	0	0	0	3
227					0.99	0	0	0	0	3	0	0	0	0	20
228						0	0	0	0	0	0	0	0	0	4
229					1.32	0	0	0	0	3	0	0	0	0	15
15	2.19	0.59	1.00	1.03	0.53	15	4	2	7	279	74	64	19	65	3013
231						1	0	0	0	3	0	0	0	0	9
232					1.05	0	0	0	0	7	0	5	0	0	44
23	2.75	0.40	0.33	0.87	0.45	49	4	1	7	504	132	62	19	50	3701
234					0.39	0	0	0	0	1	0	1	0	0	17
235					0.68	0	0	0	0	14	0	0	0	0	137
236					0.84	0	0	0	0	6	0	0	0	0	47
237					0.37	0	0	0	0	3	0	0	0	0	54

	Weighted Risk Ratios					Child Count					Enrollment				
ID	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
STATE TOTALS	1.40	0.71	1.39	1.07	0.75	2617	132	177	395	14342	16279	1542	1071	3078	125721
5	1.68	1.26	0.76	0.84	0.66	51	7	4	6	326	293	50	47	64	3155
239					0.48	0	0	0	0	5	0	0	0	0	69
240					0.93	0	0	0	0	10	0	0	0	0	71
241					1.02	0	0	0	0	6	0	0	0	0	39
242					0.89	1	0	0	0	10	0	0	0	0	74
243					0.51	0	0	0	0	3	0	0	0	0	39
244					0.60	0	0	0	0	1	0	0	0	0	11
245						0	0	0	0	1	0	0	0	0	5
246					0.22	0	0	0	0	1	0	0	0	0	30
1	1.48	2.19		1.73	0.59	2	2	1	2	53	17	11	6	14	696
248					0.53	0	0	0	0	4	0	0	0	0	50
249					0.09	0	0	0	0	1	0	0	0	0	77
250					1.93	0	0	0	0	7	0	0	0	0	24
251					2.32	0	0	0	0	7	0	0	0	0	20
252					0.00	0	0	0	0	0	0	0	0	0	11
253					0.83	0	0	0	0	5	0	0	0	0	40
254					1.13	0	0	0	0	7	0	0	0	0	41
255					0.80	0	0	0	0	17	0	0	0	0	140
256						0	0	0	0	5	0	0	0	0	0
257					1.10	0	0	0	0	4	0	0	0	0	24
258					0.58	0	0	0	0	6	0	0	0	0	69
260					1.32	0	0	0	0	8	0	0	0	0	40
261						0	0	0	0	0	0	0	0	0	1
262					0.58	0	0	0	0	3	0	1	0	0	34
263					0.57	0	0	0	0	10	0	0	0	0	117
264					2.21	0	0	0	0	4	0	0	0	0	12
265					0.37	0	0	0	0	3	0	0	0	0	54
266					0.60	0	0	0	0	1	0	0	0	0	11
268					0.40	0	0	0	0	2	0	0	0	0	33
269						0	0	0	0	0	0	0	0	0	4
3	1.49	1.60	0.00	0.00	0.84	3	2	0	0	85	27	16	11	19	1112

ID	Weighted Risk Ratios					Child Count					Enrollment				
	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
STATE TOTALS	1.40	0.71	1.39	1.07	0.75	2617	132	177	395	14342	16279	1542	1071	3078	125721
272					1.20	0	0	0	0	2	0	0	0	0	11
273					0.00	0	0	0	0	0	0	0	0	0	15
274					0.00	0	0	0	0	0	0	0	0	0	12
275					0.41	0	0	0	0	1	0	0	0	0	16
277					1.32	0	0	0	0	3	0	0	0	0	15
278					0.51	0	0	0	0	1	0	0	0	0	13
279					1.14	0	0	0	0	9	0	0	0	0	52
280					0.44	0	0	0	0	2	0	0	0	0	30
281						0	0	0	0	1	0	0	0	0	5
282						0	0	0	0	0	0	0	0	0	4
283					0.83	0	0	0	0	2	0	0	0	0	16
4	0.99	1.55	4.01	0.48	0.89	5	4	6	3	272	43	22	13	53	2353
285					0.39	0	0	0	0	1	0	0	0	0	17
286					0.83	0	0	0	0	4	0	0	0	0	32
287						0	0	0	0	0	0	0	0	0	8
288						0	0	0	0	0	0	0	0	0	4
289					0.44	0	0	0	0	6	0	0	0	0	91
290						0	0	0	0	0	0	0	0	0	6
291					0.93	0	0	0	0	15	0	0	0	0	107
292					0.47	0	0	0	0	1	0	0	0	0	14
293					0.55	0	0	0	0	4	0	0	0	0	48
294					0.34	0	0	0	0	2	0	0	0	0	39
295						0	0	0	0	0	0	0	0	0	3
296						0	0	0	0	0	0	0	0	0	6
297					0.79	0	0	0	0	10	0	0	0	0	84
299						0	0	0	0	2	0	0	0	0	8
300						0	0	0	0	0	0	0	0	0	4
301						0	0	0	0	1	0	0	0	0	5
303					0.65	0	0	0	0	17	0	0	0	0	172
304					0.47	0	0	0	0	6	0	0	0	0	84
6	1.80	1.13		0.64	0.53	7	5	5	1	99	41	43	9	15	1084

	Weighted Risk Ratios					Child Count					Enrollment				
ID	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
STATE TOTALS	1.40	0.71	1.39	1.07	0.75	2617	132	177	395	14342	16279	1542	1071	3078	125721
307					1.89	0	0	0	0	4	0	0	0	0	14
308					0.51	0	0	0	0	1	0	0	0	0	13
309						0	0	0	0	0	0	0	0	0	8
311					1.80	0	0	0	0	3	0	0	0	0	11
312						2	0	0	0	0	0	0	0	0	3
313					0.90	2	0	0	0	8	0	0	0	0	59
314						0	0	0	0	2	0	0	0	0	9
315					0.67	0	0	0	0	8	0	0	0	0	79
316					1.35	0	0	0	0	12	0	0	0	0	59
317					1.03	0	0	0	0	5	0	0	0	0	32
97					0.57	1	0	0	0	16	4	0	2	4	152
319						0	0	0	0	0	0	0	0	0	5
320					0.33	0	0	0	0	1	0	2	0	0	20
321						0	0	0	0	0	0	0	0	0	2
322						0	0	0	0	2	0	1	0	0	5
323					0.41	0	0	0	0	2	0	0	0	0	32
324					0.66	0	0	0	0	2	0	0	0	0	20
325					0.82	0	0	0	0	13	0	0	0	0	105
326					1.74	0	0	0	0	5	0	0	0	0	19
327					0.95	0	0	0	0	3	0	0	0	0	21
328					0.51	0	0	0	0	1	0	0	0	0	13
330					1.32	0	0	0	0	2	0	0	0	0	10
331					0.36	1	0	0	0	2	1	0	0	0	37
333					0.38	0	0	0	0	5	1	0	0	0	86
335					0.83	0	0	0	0	5	1	0	0	0	40
336					0.90	0	0	0	0	22	1	0	0	0	161
337					1.53	1	0	0	0	6	1	0	0	0	26
340					1.05	0	0	0	0	7	1	0	0	0	44
342						0	0	0	0	1	2	0	0	0	6
343					0.21	0	0	0	0	1	2	0	0	0	32
345					1.03	0	0	0	0	14	2	0	0	0	90

	Weighted Risk Ratios					Child Count					Enrollment				
ID	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
STATE TOTALS	1.40	0.71	1.39	1.07	0.75	2617	132	177	395	14342	16279	1542	1071	3078	125721
346					0.51	0	0	0	0	1	2	0	0	0	13
347					0.00	0	0	0	0	0	2	0	0	0	19
348					0.32	0	0	0	0	4	2	1	0	0	84
349					0.86	1	0	0	0	3	2	0	0	0	23
350					0.56	0	0	0	0	8	2	0	0	0	94
351						0	0	0	0	4	2	2	0	0	5
352						0	0	0	0	2	2	0	0	0	6
26	1.92	0.00	0.31	0.58	0.67	18	0	1	6	136	74	13	23	74	1046
354					0.59	0	0	0	0	7	3	1	0	0	79
355						1	0	0	0	2	3	0	0	0	8
357					0.60	1	0	0	0	1	3	0	0	0	11
359					0.87	1	0	0	0	5	4	0	0	0	38
360					0.62	0	0	0	0	4	4	2	0	0	43
361					0.38	0	0	0	0	3	4	0	0	0	52
362					0.88	1	0	0	0	4	4	0	0	0	30
364					1.76	0	0	0	0	13	4	0	0	0	49
367					0.78	0	0	0	0	7	5	0	0	0	59
29	0.27	0.00		1.57	2.51	1	0	0	5	156	25	10	3	24	1055
370					0.71	0	0	0	0	8	6	0	0	0	75
7	1.71	0.97	1.46	0.65	0.66	61	14	14	8	631	260	98	65	82	4591
372					0.54	1	0	0	0	11	7	0	0	0	135
373					0.60	0	0	0	0	17	7	2	0	0	186
376					0.74	1	0	0	0	2	9	0	0	0	18
377	1.43				0.99	2	0	0	0	6	10	0	0	0	41
30	0.83	0.00		3.36	0.91	30	0	0	5	69	362	12	1	16	718
379	0.00				0.49	0	0	0	0	8	19	0	0	0	107
380	1.11				1.27	3	0	0	0	6	24	0	0	0	51
382	3.66				0.39	7	0	0	0	1	26	0	0	0	13
383	0.51				2.77	2	0	0	0	3	26	0	0	0	19
384	0.96				1.47	5	0	0	0	2	30	0	0	0	11
385	1.30				1.08	8	0	0	0	6	31	0	0	0	29

	Weighted Risk Ratios					Child Count					Enrollment				
ID	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
STATE TOTALS	1.40	0.71	1.39	1.07	0.75	2617	132	177	395	14342	16279	1542	1071	3078	125721
60	4.14				0.33	11	0	0	1	47	13	3	0	8	223
388	2.97					17	0	0	0	0	50	0	0	0	0
389	1.85					11	0	0	0	0	52	0	0	0	0
27	1.18	0.00		0.62	1.07	108	0	0	4	34	809	12	0	55	291
392	1.11					8	0	0	0	0	63	0	0	0	1
393	1.34					10	0	0	0	1	65	0	0	0	1
394	1.25					10	0	0	0	1	70	0	0	0	1
395	0.66					6	0	0	0	0	79	0	0	0	0
396	2.04					25	0	0	0	1	107	0	0	0	3
397	1.19					16	0	0	0	0	117	0	0	0	4
398	1.12					17	0	0	0	0	132	0	0	0	0
399	0.84					17	0	0	0	0	177	0	0	0	9
400	1.23					25	0	0	0	0	178	0	0	0	0
401	3.06				0.46	32	0	0	0	5	214	4	0	0	98
402	1.75					49	0	0	0	0	245	0	0	0	1
403	1.49					54	0	0	0	2	316	0	0	0	7
404	2.66					109	0	0	0	0	358	0	0	0	3
405	1.88				0.75	39	0	0	0	1	390	0	0	0	18
406	1.30					60	0	0	0	0	404	0	0	0	0
54					0.53	0	0	0	0	25	1	7	1	9	310
59					0.42	0	0	0	0	8	4	1	1	8	127
69					0.09	1	0	0	0	25	1	4	1	6	363
84					0.54	0	0	0	0	14	6	1	1	5	171
86	1.02				1.38	20	0	0	0	17	200	3	1	5	166
89					3.59	0	0	1	0	28	4	4	1	4	160
28	1.09	0.00	1.09	1.65	0.91	7	0	2	6	220	46	10	13	26	1576
104					1.39	0	0	1	0	13	4	3	1	3	192
108					0.00	0	0	0	0	0	0	0	1	3	14
117					0.64	1	0	0	0	5	7	1	1	3	74
10	1.82	0.74	2.10	1.42	0.57	71	9	15	46	586	319	91	54	245	4892
135					0.27	0	0	0	0	7	0	0	1	2	171

	Weighted Risk Ratios					Child Count					Enrollment				
ID	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
STATE TOTALS	1.40	0.71	1.39	1.07	0.75	2617	132	177	395	14342	16279	1542	1071	3078	125721
136					0.61	0	0	0	0	27	1	0	1	2	292
141					0.95	0	0	0	0	15	2	1	1	2	105
150	3.42				0.41	5	0	0	0	27	14	5	1	2	247
154					1.32	0	0	1	0	9	0	0	1	1	45
161					0.56	0	0	0	0	8	0	2	1	1	94
21	1.98	0.41		0.78	0.63	5	1	0	6	184	15	13	1	41	1073
174					0.74	0	0	0	0	10	1	0	1	1	90
178					0.79	0	0	0	0	17	2	0	1	1	142
180					0.55	0	0	0	0	11	3	9	1	1	133
183					1.24	0	0	0	0	37	4	0	1	1	198
187	2.40				0.59	5	0	0	0	10	17	0	1	1	78
188	0.93				1.51	3	0	0	0	13	30	0	1	1	116
196					0.57	0	0	1	0	3	0	0	1	0	35
197					1.14	0	0	1	0	10	1	0	1	0	58
199					0.74	2	0	1	0	12	5	0	1	0	107
200					6.62	6	0	1	0	52	7	0	1	0	52
202	1.10				0.82	10	0	1	0	10	71	2	1	0	80
267					0.87	0	0	0	0	7	0	0	1	0	53
271					0.52	0	0	0	0	8	0	0	1	0	101
310					1.26	0	0	0	0	8	0	0	1	0	42
329					0.95	0	0	0	0	5	0	1	1	0	35
339					0.95	0	0	0	0	4	1	0	1	0	28
341					0.44	0	0	0	0	27	2	0	1	0	410
344					1.02	1	0	0	0	30	2	0	1	0	194
356					0.52	0	0	0	0	9	3	0	1	0	114
358					1.25	0	0	0	0	18	3	0	1	0	95
386	0.57				2.49	5	0	0	0	3	40	0	1	0	13
391	3.13				0.45	14	0	0	0	8	62	0	1	0	106
39	3.01			0.00	0.40	7	0	1	0	66	24	3	2	16	681
57					0.32	1	0	1	0	25	4	0	2	8	370
61	1.56				0.90	3	0	0	0	33	17	0	2	8	279

	Weighted Risk Ratios					Child Count					Enrollment				
ID	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
STATE TOTALS	1.40	0.71	1.39	1.07	0.75	2617	132	177	395	14342	16279	1542	1071	3078	125721
81					0.12	3	0	0	0	9	3	1	2	5	104
85					0.59	0	0	0	0	39	6	2	2	5	437
387	0.53				2.64	2	0	0	0	9	43	5	0	0	99
118					0.59	3	0	0	0	18	9	1	2	3	124
122	1.14				0.86	4	0	2	0	52	22	2	2	2	328
142					0.79	0	0	0	0	39	2	1	2	2	326
148					0.45	1	0	0	0	21	6	1	2	2	382
175					1.18	1	0	0	0	42	1	4	2	1	236
198					0.22	0	0	1	0	1	1	0	2	0	30
259					0.69	0	0	0	0	12	0	3	2	0	115
302						0	0	0	0	0	0	0	2	0	8
338					0.56	0	0	0	0	4	1	0	2	0	47
363					0.47	0	0	0	0	8	4	2	2	0	113
366					0.81	0	0	0	0	24	5	0	2	0	195
369					1.32	0	0	0	0	9	6	0	2	0	45
381	1.20				1.18	2	0	0	0	3	25	4	2	0	43
41	1.03			0.00	1.36	1	0	0	0	30	16	0	3	15	475
44				0.00	5.59	0	0	1	0	25	5	6	3	13	275
63					0.99	0	0	0	0	84	8	4	3	7	559
80					0.53	0	0	0	0	34	3	9	3	5	423
88					0.78	0	0	1	0	30	1	1	3	4	255
149	0.79				1.79	1	0	0	0	49	12	4	3	2	444
201	2.06				0.60	6	0	1	0	20	31	0	3	0	210
332					0.80	0	0	0	0	18	1	2	3	0	149
31	1.75	0.00		0.00	0.80	3	0	0	0	110	18	20	4	15	1107
64	0.00				0.93	0	0	0	0	43	12	5	4	7	307
131					0.71	0	0	0	0	37	0	4	4	2	344
374					0.77	0	0	0	0	18	8	4	4	0	155
100					1.34	1	0	0	0	47	9	0	5	4	425
123					0.75	1	0	1	0	6	1	0	5	2	53
156					0.00	0	0	0	0	0	0	0	5	1	10

	Weighted Risk Ratios					Child Count					Enrollment				
ID	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
STATE TOTALS	1.40	0.71	1.39	1.07	0.75	2617	132	177	395	14342	16279	1542	1071	3078	125721
186	0.93				1.51	2	0	0	0	32	11	1	5	1	157
82					0.56	0	0	0	0	15	4	3	7	5	178
87	2.41				0.54	10	0	2	0	25	35	0	7	4	206
75	5.00		0.69		0.28	8	0	1	0	72	16	5	10	5	694
50				0.57	14.49	0	0	0	1	27	0	0	0	10	133
55					3.77	0	0	0	1	25	8	3	0	9	426
58					3.96	0	0	0	1	28	4	2	0	8	404
353					0.50	1	0	0	0	8	3	0	0	0	106
66	1.31				0.87	175	0	0	1	5	1243	1	0	7	46
70					0.35	1	0	0	1	27	2	2	0	6	194
71					0.89	0	0	0	1	15	3	0	0	6	111
76					1.12	0	0	0	1	17	0	0	0	5	100
78					0.74	0	0	0	1	30	0	0	0	5	270
92					0.81	0	0	0	1	24	1	1	0	4	195
109					0.67	0	0	0	1	15	0	0	0	3	149
114					0.52	0	0	0	1	6	3	0	0	3	76
140					0.89	0	0	0	1	9	2	0	0	2	67
143					0.95	0	0	0	1	14	3	2	0	2	97
151	1.48				0.64	5	0	0	1	21	20	0	0	2	128
152	2.40				0.33	14	0	0	1	4	74	2	0	2	57
157					0.64	0	0	0	1	7	0	0	0	1	72
163					1.53	0	0	0	1	3	0	0	0	1	13
171					0.60	0	0	0	1	2	0	0	0	1	22
177					0.43	0	0	0	1	4	2	0	0	1	62
276					0.92	0	0	0	1	6	0	0	0	0	43
298					1.12	0	0	0	1	17	0	0	0	0	100
365					0.59	0	0	0	1	5	4	0	0	0	56
407	2.21				0.64	89	0	0	1	1	672	3	0	0	16
48	3.18			1.57	0.38	42	0	0	1	9	280	2	1	11	191
110					0.53	0	0	0	1	8	0	0	1	3	99
146					1.90	0	0	0	1	32	5	3	1	2	240

ID	Weighted Risk Ratios					Child Count					Enrollment				
	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
STATE TOTALS	1.40	0.71	1.39	1.07	0.75	2617	132	177	395	14342	16279	1542	1071	3078	125721
169					0.91	0	0	0	1	18	0	2	1	1	131
334					0.66	0	0	0	1	4	1	0	1	0	40
52	2.16				0.50	19	0	1	1	19	81	0	2	9	178
53					9.74	1	0	0	1	27	0	0	2	9	178
99					2.77	0	0	0	1	31	8	3	2	4	319
158					0.70	0	0	0	1	13	0	0	2	1	123
375					1.14	1	0	0	1	21	8	0	2	0	199
47	1.01			0.42	1.29	5	0	0	1	19	23	1	3	11	85
49	1.28			0.74	0.80	2	0	2	1	48	12	4	4	10	370
95					0.20	3	0	0	1	15	4	3	4	4	128
32	1.43	0.00		0.69	0.80	8	0	1	1	95	57	10	5	14	957
36				0.40	20.52	0	0	0	1	35	0	3	5	17	207
34	0.72			0.70	1.64	1	0	0	2	92	10	2	0	21	643
38	2.01			0.99	0.62	3	0	0	2	53	14	9	0	17	487
45				1.04	0.37	2	0	0	2	27	5	1	0	13	229
111					0.48	1	0	0	2	5	1	0	0	3	69
119	0.00				1.16	0	0	0	2	15	18	0	0	3	138
305						2	0	0	2	26	0	0	0	0	0
37	0.54			0.80	2.02	1	0	0	2	123	12	1	1	17	780
42				0.62	0.24	5	0	0	2	29	6	0	1	14	186
79					1.27	3	0	0	2	58	1	2	1	5	301
91					0.12	1	0	0	2	28	1	4	1	4	278
145					0.46	1	0	0	2	32	4	3	1	2	216
40	1.33			0.85	0.78	2	0	1	2	133	10	5	2	15	889
74					0.26	3	0	0	2	47	8	4	2	6	553
101	1.45				0.62	3	0	0	2	53	14	8	2	4	374
62					0.42	2	0	0	3	54	6	2	0	7	420
46	3.01			2.04	0.38	4	0	0	3	48	13	2	1	12	476
120	0.21				0.94	1	0	0	3	13	28	0	1	3	83
378	2.70				0.52	5	0	0	0	5	19	0	0	0	49
43	1.13			1.93	0.90	15	0	0	4	74	89	6	0	14	497

ID	Weighted Risk Ratios					Child Count					Enrollment				
	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Am Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
STATE TOTALS	1.40	0.71	1.39	1.07	0.75	2617	132	177	395	14342	16279	1542	1071	3078	125721
121	1.07				0.72	8	0	2	4	29	12	2	2	2	49
33	1.63			1.28	0.67	8	0	1	4	102	35	6	4	21	731
67					0.47	2	0	1	4	75	5	0	4	6	400
35	0.00			3.15	2.60	0	0	0	5	41	12	1	0	19	427
371						0	0	0	0	0	7	0	0	0	5
390	1.65					10	0	0	0	0	53	0	0	0	0
368					0.00	0	0	0	0	0	5	2	0	0	47

Note: To ensure individual student confidentiality in accordance with the Family Educational Rights and Privacy Act (FERPA), random numbers have been used in place of school district names. A review of the table shows that 88 percent of the cells identifying students with disabilities (cells under Child Count) have a number of 10 or fewer, which would increase the likelihood of identifying individual students with disabilities if the school district were known.

Weighted Risk Ratios: Comparing Risk Ratios Across Districts

For state-level data, risk ratios are used for comparison. Risk ratios are not comparable across districts. The denominator of the risk ratio (i.e., the risk for all other students) is influenced by the racial/ethnic composition of the comparison group. Each racial/ethnic group contributes to the risk for the comparison group in proportion to its size relative to the entire comparison group. Therefore, a racial/ethnic group may have the same risk in two districts, but substantially different risk ratios because of variability in the district-level racial/ethnic demographic distributions.

The weighted risk ratio addresses this limitation by adjusting for district variability in the racial/ethnic composition of the comparison group. The weighted risk ratio thus allows comparison of risk ratios across districts and enables states to rank districts when deciding how to target technical assistance.

The weighted risk ratio uses the district-level risk for the racial/ethnic group for the numerator and a weighted risk for all other students for the denominator. The weighted risk for all other students uses the district-level risks for each racial/ethnic group in the comparison group, weighted according to the racial/ethnic composition of the state.

The equation for the weighted risk ratio is:

$$\begin{aligned} \text{Weighted risk ratio} &= \frac{R_i}{\sum_{j \neq i} w_j R_j} \\ &= \frac{(1-p_i)R_i}{\sum_{j \neq i} p_j R_j} \end{aligned}$$

Where R_i is the district-level risk for racial/ethnic group i , and p_i is the state-level proportion of students from racial/ethnic group i . R_j is the district-level risk for the j -th racial/ethnic group, and p_j is the state-level proportion of students from the j -th racial/ethnic group.

Appendix 2

Suspension/Expulsion Tables

Single Suspensions or Expulsions of Greater than 10 Days

2002-2003 School Year Single Susp/Exp >10					
LEA Number ¹	Number of Susp/Exp	Sp Ed Child Count		LEA Rate ²	Absolute Difference ³
6	1	1307		0.08%	-0.60%
26	1	905		0.11%	-0.57%
47	1	872		0.11%	-0.56%
40	1	320		0.31%	-0.37%
48	2	525		0.38%	-0.30%
15	1	192		0.52%	-0.16%
27	4	382		1.05%	0.37%
13	3	252		1.19%	0.51%
60	1	84		1.19%	0.51%
4	1	59		1.69%	1.02%
62	2	107		1.87%	1.19%
44	1	42		2.38%	1.70%
54	1	37		2.70%	2.02%
41	3	100		3.00%	2.32%
10	3	93		3.23%	2.55%
30	2	55		3.64%	2.96%
53	8	114		7.02%	6.34%
58	1	0		100.00%	99.32%
Total	37	5446	Average	0.68%	

2003-2004 School Year Single Susp/Exp >10					
LEA Number ¹	Number of Susp/Exp	Sp Ed Child Count		LEA Rate ²	Absolute Difference ³
6	3	1514		0.20%	-0.57%
27	1	394		0.25%	-0.52%
7	2	727		0.28%	-0.50%
9	1	213		0.47%	-0.30%
10	1	95		1.05%	0.28%
45	2	177		1.13%	0.36%
13	4	258		1.55%	0.78%
19	1	63		1.59%	0.82%
49	1	61		1.64%	0.87%
39	2	109		1.83%	1.06%
53	2	97		2.06%	1.29%
31	1	43		2.33%	1.55%
61	1	37		2.70%	1.93%
18	1	18		5.56%	4.78%
30	3	52		5.77%	5.00%
8	1	13		7.69%	6.92%
16	1	10		10.00%	9.23%
51	2	8		25.00%	24.23%
Total	30	3889	Average	0.77%	

Multiple Short-Term Suspensions or Expulsions that Sum to Greater than 10 Days

2002-2003 School Year Multiple Short-Term Susp/Exp Summing >10 days					
LEA Number ¹	Number of Susp/Exp	Sp Ed Child Count		LEA Rate ²	Absolute Difference ³
47	1	872		0.11%	-0.61%
6	2	1307		0.15%	-0.58%
27	1	382		0.26%	-0.47%
40	1	320		0.31%	-0.42%

2003-2004 School Year Multiple Short-Term Susp/Exp Summing >10 days					
LEA Number ¹	Number of Susp/Exp	Sp Ed Child Count		LEA Rate ²	Absolute Difference ³
47	1	821		0.12%	-0.44%
6	2	1514		0.13%	-0.43%
48	1	565		0.18%	-0.39%
26	2	875		0.23%	-0.34%

LEA Number ¹	Number of Susp/Exp	Sp Ed Child Count		LEA Rate ²	Absolute Difference ³
33	1	204		0.49%	-0.24%
43	1	200		0.50%	-0.23%
28	1	197		0.51%	-0.22%
26	5	905		0.55%	-0.18%
21	1	180		0.56%	-0.17%
7	4	709		0.56%	-0.17%
48	3	525		0.57%	-0.16%
29	1	172		0.58%	-0.15%
37	4	671		0.60%	-0.13%
38	1	135		0.74%	0.01%
25	1	134		0.75%	0.02%
9	2	233		0.86%	0.13%
53	1	114		0.88%	0.15%
20	1	103		0.97%	0.24%
34	1	78		1.28%	0.55%
56	1	76		1.32%	0.59%
62	2	107		1.87%	1.14%
50	1	52		1.92%	1.19%
1	1	46		2.17%	1.44%
55	2	71		2.82%	2.09%
35	2	58		3.45%	2.72%
18	1	28		3.57%	2.84%
30	2	55		3.64%	2.91%
46	1	24		4.17%	3.44%
22	1	23		4.35%	3.62%
12	1	22		4.55%	3.82%
5	1	21		4.76%	4.03%
41	5	100		5.00%	4.27%
42	2	37		5.41%	4.68%
57	2	37		5.41%	4.68%
14	1	18		5.56%	4.83%
2	1	9		11.11%	10.38%
Total	60	8225	Average	0.73%	

LEA Number ¹	Number of Susp/Exp	Sp Ed Child Count		LEA Rate ²	Absolute Difference ³
7	2	727		0.28%	-0.29%
37	2	676		0.30%	-0.27%
33	1	214		0.47%	-0.10%
3	1	189		0.53%	-0.04%
29	1	156		0.64%	0.08%
11	3	448		0.67%	0.10%
52	1	132		0.76%	0.19%
20	1	110		0.91%	0.34%
59	1	108		0.93%	0.36%
17	1	85		1.18%	0.61%
27	5	394		1.27%	0.70%
55	1	67		1.49%	0.93%
9	4	213		1.88%	1.31%
53	2	97		2.06%	1.50%
10	2	95		2.11%	1.54%
46	1	25		4.00%	3.43%
24	1	23		4.35%	3.78%
23	1	17		5.88%	5.32%
18	2	18		11.11%	10.55%
32	2	17		11.76%	11.20%
51	1	8		12.50%	11.93%
36	1	6		16.67%	16.10%
Total	43	7600	Average	0.57%	

Combination of Single Suspensions or Expulsions of Greater than 10 Days and Multiple Short-Term Suspensions or Expulsions that Sum to Greater than 10 Days (Unduplicated Count of Students)

2002-2003 School Year					
Combination of Single Susp/Exp >10 Days and Multiple Short-term Susp/Exp Summing >10 Days					
LEA Number ¹	Number of Susp/Exp	Sp Ed Child Count		LEA Rate ²	Absolute Difference ³
47	2	872		0.23%	-0.85%
6	3	1307		0.23%	-0.85%
33	1	204		0.49%	-0.59%
43	1	200		0.50%	-0.58%
28	1	197		0.51%	-0.57%
15	1	192		0.52%	-0.56%
21	1	180		0.56%	-0.52%
7	4	709		0.56%	-0.52%
29	1	172		0.58%	-0.50%
37	4	671		0.60%	-0.48%
40	2	320		0.63%	-0.45%
26	6	905		0.66%	-0.42%
38	1	135		0.74%	-0.34%
25	1	134		0.75%	-0.33%
9	2	233		0.86%	-0.22%
48	5	525		0.95%	-0.13%
20	1	103		0.97%	-0.11%
13	3	252		1.19%	0.11%
60	1	84		1.19%	0.11%
34	1	78		1.28%	0.20%
27	5	382		1.31%	0.23%
56	1	76		1.32%	0.24%
4	1	59		1.69%	0.62%
50	1	52		1.92%	0.84%
1	1	46		2.17%	1.09%
44	1	42		2.38%	1.30%
54	1	37		2.70%	1.62%
55	2	71		2.82%	1.74%

2003-2004 School Year					
Combination of Single Susp/Exp >10 Days and Multiple Short-term Susp/Exp Summing >10 Days					
LEA Number ¹	Number of Susp/Exp	Sp Ed Child Count		LEA Rate ²	Absolute Difference ³
47	1	821		0.12%	-0.74%
48	1	565		0.18%	-0.69%
26	2	875		0.23%	-0.64%
37	2	676		0.30%	-0.57%
6	5	1514		0.33%	-0.54%
33	1	214		0.47%	-0.40%
3	1	189		0.53%	-0.34%
7	4	727		0.55%	-0.32%
29	1	156		0.64%	-0.23%
11	3	448		0.67%	-0.20%
52	1	132		0.76%	-0.11%
20	1	110		0.91%	0.04%
59	1	108		0.93%	0.06%
45	2	177		1.13%	0.26%
17	1	85		1.18%	0.31%
55	1	67		1.49%	0.63%
27	6	394		1.52%	0.66%
13	4	258		1.55%	0.68%
19	1	63		1.59%	0.72%
49	1	61		1.64%	0.77%
39	2	109		1.83%	0.97%
31	1	43		2.33%	1.46%
9	5	213		2.35%	1.48%
61	1	37		2.70%	1.84%
10	3	95		3.16%	2.29%
46	1	25		4.00%	3.13%
53	4	97		4.12%	3.26%
24	1	23		4.35%	3.48%

LEA Number ¹	Number of Susp/Exp	Sp Ed Child Count		LEA Rate ²	Absolute Difference ³
10	3	93		3.23%	2.15%
35	2	58		3.45%	2.37%
18	1	28		3.57%	2.49%
62	4	107		3.74%	2.66%
46	1	24		4.17%	3.09%
22	1	23		4.35%	3.27%
12	1	22		4.55%	3.47%
5	1	21		4.76%	3.68%
42	2	37		5.41%	4.33%
57	2	37		5.41%	4.33%
14	1	18		5.56%	4.48%
30	4	55		7.27%	6.19%
53	9	114		7.89%	6.82%
41	8	100		8.00%	6.92%
2	1	9		11.11%	10.03%
58	1	1		100.00%	98.92%
97	8985		Average	1.08%	

LEA Number ¹	Number of Susp/Exp	Sp Ed Child Count		LEA Rate ²	Absolute Difference ³
30	3	52		5.77%	4.90%
23	1	17		5.88%	5.02%
8	1	13		7.69%	6.83%
16	1	10		10.00%	9.13%
32	2	17		11.76%	10.90%
18	3	18		16.67%	15.80%
36	1	6		16.67%	15.80%
51	3	8		37.50%	36.63%
73	8423		Average	0.87%	

Note: To ensure individual student confidentiality in accordance with the Family Educational Rights and Privacy Act (FERPA), random numbers have been used in place of school district names. Every cell under the number of Susp/Exp is less than 10, which would increase the likelihood of identifying individual students with disabilities if the school district were known.

¹ LEA Number is a unique number assigned to each LEA in the state that reported at least one long-term suspension or expulsion during the school year.

² LEA Rate is determined by finding the percentage that students with disabilities who have been suspended or expelled long-term in the LEA are of the total number of students with disabilities in the LEA (Child Count).

³ Absolute Difference is determined by finding the difference between the LEA rate and the average rate.

Appendix 3

ATTACHEMENT 3

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION A. ENROLLMENT DATA FOR THE **MATH ASSESSMENT**¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4	1356	10,726
5		
6		
7		
8	1458	12,237
HIGH SCHOOL (SPECIFY GRADE: __10__)	1213	11,664

¹At a date as close as possible to the testing date.

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON **MATH ASSESSMENT**

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3				
4	1275	893	92	4*
5				
6				
7				
8	1373	842	78	27*
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	1113	585	81	26*

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the state to be comparable to scores received by students without these changes. In some states these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

* This total includes a count of both invalid results as defined in 2, above, and students who did not take the assessment. Montana is unable to distinguish between the two in 2004.

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON **MATH ASSESSMENT**

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT*		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3			
4			
5			
6			
7			
8			
HIGH SCHOOL (SPECIFY GRADE: _____)			

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the state to be comparable to scores received by students without these changes. In some states these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

* Montana does not allow students to take assessments out of level.

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON **MATH ASSESSMENT** (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3					
4	81		81		3*
5					
6					
7					
8	85		85		0*
HIGH SCHOOL (SPECIFY GRADE: ____10____)	100		100		0*

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

* This total includes a count of both invalid results as defined in 2, above, and students who did not take the assessment. Montana is unable to distinguish between the two in 2004.

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS ⁵ (8)**
3			
4			*
5			
6			
7			
8			*
HIGH SCHOOL (SPECIFY GRADE: ____10____)			*

⁵ Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

* Montana is unable to distinguish between those students with invalid results and those who did not take the assessment in 2004.

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON **MATH ASSESSMENT**

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Novice Achievement Level ¹	N. Proficient Achievement Level	Proficient Achievement Level	Advanced Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL ²
3											
4	CRT*	868	169	188	50						1271
5											
6											
7											
8	CRT*	576	537	233	27						1346
HIGH SCHOOL (SPECIFY GRADE: —10—)	CRT*	480	485	133	15						1087

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

* Montana uses Criterion-Referenced Test (CRT). Proficiency Levels are: Novice, Nearing Proficient, Proficient, Advanced.

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ³	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ⁴
3											
4	NA*										
5											
6											
7											
8	NA*										
HIGH SCHOOL (SPECIFY GRADE: __10__)	NA*										

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

* Montana does not have an alternate assessment based on grade level standards.

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON **MATH ASSESSMENT** (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Novice	N. Proficient	Proficient	Advanced						9C ROW TOTAL ⁶
		Achievement Level ⁵	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3											
4	CRT-Alternate	20	3	43	10						78
5											
6											
7											
8	CRT-Alternate	22	13	27	23						85
HIGH SCHOOL (SPECIFY GRADE: ___10___)	CRT-Alternate	19	14	29	38						100

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: **Proficient**

⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)*

	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
GRADE LEVEL					
3					
4	1271		78	7	1356
5					
6					
7					
8	1346		85	27	1458
HIGH SCHOOL (SPECIFY GRADE: 10)	1087		100	26	1213

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

SECTION D. ENROLLMENT DATA FOR THE **READING ASSESSMENT**¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4	1356	10,726
5		
6		
7		
8	1458	12,237
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	1213	11,664

¹At a date as close as possible to the testing date.

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3				
4	1273	893	92	3*
5				
6				
7				
8	1374	842	78	27*
HIGH SCHOOL (SPECIFY GRADE: 10)	1113	585	81	26*

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the state to be comparable to scores received by students without these changes. In some states these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

* This total includes a count of both invalid results as defined in 2, above, and students who did not take the assessment. Montana is unable to distinguish between the two in 2004.

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT*		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3			
4			
5			
6			
7			
8			
HIGH SCHOOL (SPECIFY GRADE: _____)			

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the state to be comparable to scores received by students without these changes. In some states these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

* Montana does not allow students to take assessments out of level.

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3					
4	83		83		4*
5					
6					
7					
8	84		84		0*
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	100		100		0*

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

* This total includes a count of both invalid results as defined in 4, above, and students who did not take the assessment. Montana is unable to distinguish between the two in 2004.

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS ⁵ (8)
3			
4			*
5			
6			
7			
8			*
HIGH SCHOOL (SPECIFY GRADE: <u> 10 </u>)			*

⁵ Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

* Montana is unable to distinguish between those students with invalid results and those who did not take the assessment in 2004.

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Novice Achievement Level ¹	N. Proficient Achievement Level	Proficient Achievement Level	Advanced Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL ²
3											
4	CRT*	633	286	276	73						1270
5											
6											
7											
8	CRT*	956	212	157	49						1347
HIGH SCHOOL (SPECIFY GRADE : 10)	CRT*	840	124	128	21						1087

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: **Proficient**

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in column 3C.

* Montana uses Criterion-Referenced Test (CRT). Proficiency Levels are: Novice, Nearing Proficient, Proficient, Advanced.

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ³	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ⁴
3											
4	NA*										
5											
6											
7											
8	NA*										
HIGH SCHOOL (SPECIFY GRADE: __10__)	NA*										

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

* Montana does not have an alternate assessment based on grade level standards.

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Novice Achievement Level ⁵	N. Proficient Achievement Level	Proficient Achievement Level	Advanced Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL ⁶
3											
4	CRT-Alternate	7	16	30	30						79
5											
6											
7											
8	CRT-Alternate	8	16	33	27						84
HIGH SCHOOL (SPECIFY GRADE: 10)	CRT-Alternate	13	12	38	37						100

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: **Proficient**

⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
GRADE LEVEL					
3					
4	1270		79	7	1356
5					
6					
7					
8	1347		84	27	1458
HIGH SCHOOL (SPECIFY GRADE: 10)	1084		100	26	1213

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.